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ABSTRACT

The Northeast Texas Workplace Partnership Program developed curriculum and training materials based on the literacy requirements of the workplace for two different industries in northeast Texas--Lone Star Steel Company and Pilgrim's Pride Industries. Three advisory committees were established to involve the community, education, and business and industry in the project. The methods used for creating job-specific materials were needs assessment, observation and interviewing of employees, and task analysis. Classes in applied writing were implemented at Lone Star. Fifty-nine employees participated, and the course was evaluated. Classes were to continue under a National Workplace Literacy grant. Classes at Pilgrim's Pride (a Quality Assurance Certification Course) were delayed because of internal disruption and replacement of key personnel. The third-party evaluation of the Lone Star project concluded that the project made a positive contribution to a large number of employees and established a linkage and collaboration between education and industry that was expected to have many positive effects. (Appendixes include a 16-item bibliography, recruitment flyer and sample invitation letter from Lone Star, applied writing manual developed for Lone Star, self-evaluation of attitudes and competencies survey--Applied Writing Class, Lone Star, Quality Assurance Tests/Job Lists--Pilgrim's Pride, and a third-party evaluation plan.) (YLB)

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Northeast Texas Workplace Partnership Implementation Program

Project funded by Texas Education Agency
Adult and Community Education Program

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Northeast Texas Workplace Partnership Implementation Program

Introduction

Workplace literacy has emerged in recent years as a national priority. The impact of adult illiteracy on the private sector is increasingly visible as technological advances and foreign competition raise workers' basic skill requirements. In a survey of basic skills in the workplace by the Center for Public Resources, it was found that:

- Many employees have difficulty reading at the level required by the job.
- Many managers and supervisors are unable to write paragraphs free of grammatical errors.
- The use of decimals and fractions is a common math problem among a large percentage of skilled and semi-skilled employees, including bookkeepers.
- Basic skills deficiencies have limited job advancement of a large number of high school graduate employees. The number is even higher for non-graduates.

Goals

The need for workplace literacy having been established, the goal of the Northeast Texas Workplace Partnership Program was to upgrade the workforce and develop a stable employment environment and provide an exemplary public-private partnership program which effectively teaches functional literacy in the workplace. The program was to provide services which were not then available to a minimum of 50 employees from two local industries.

Major Objectives

1. Develop instructional content based on the literacy requirements of the workplace for two different industries in northeast Texas.
2. Provide customized workplace literacy training to at least 50 employed adults who need basic skills training.
3. Provide support services to workplace literacy training participants.
4. Evaluate the project's effectiveness using formative and summative evaluation data and a third-party evaluator.

Summary of Program

Curriculum and training materials were developed for Lone Star Steel Company and Pilgrim's Pride Industries, using the methods for creating job-specific curricula and materials through needs assessment, observation and interviewing of employees, and task analysis.

Classes in applied writing have been implemented at Lone Star Steel Company. To date, fifty-nine employees have participated, and the course has been evaluated.

Classes at Pilgrim's Pride Industries have been delayed because of internal disruption and replacement of key personnel. It is anticipated that classes will begin by the spring of 1993.

Workplace Partnership Implementation Project

Public/Private

Project Advisory Committees

Three advisory committees were established for the Workplace Partnership Implementation Project. The first committee was composed of members of the community, including representatives from the local governments of Lone Star and Mt. Pleasant, the Texas Employment Commission, the Texas Department of Human Services; members involved in education, including representatives from Quality Workforce Planning, Student Services, and the Adult and Developmental Education Department; and members from businesses involved in the project, including representatives from Lone Star Steel Company and Pilgrim's Pride Industries.

The second committee was composed of educators involved in the Workplace Partnership Implementation Project and representatives from Lone Star Steel Company. Essential to the success of the project is company support and commitment. The committee has expanded to include supervisors in departments targeted for future classes.

The third committee was composed of educators involved in the Workplace Partnership Implementation Project and representatives from Pilgrim's Pride Industries. The committee has changed because key personnel are no longer employed by Pilgrim's; future committees will include personnel in targeted departments.

PROJECT ADVISORY COMMITTEE 1

Community

Jim Smith, Mayor of Lone Star
Eva Laing, Justice of Peace, Titus County
Sara Williams, City Judge, Mt. Pleasant
Angela Smith, Titus County Sheriff's Department
Lynn Eggers, Department of Human Services
Felipe Guerro, Hispanic community
Jesus Carillo, Hispanic community
Bryant Campbell, Texas Employment Commission
Sarah Surratt, JTPA

Education

Ron Cowan, Academic
Randy Nobles, Quality Workforce Planning
John Carnes, Quality Workforce Planning
Greg Henry, Student Services
Sharla Trim, Workforce Development
Lori Henry, Workforce Development
Martha Cudd, Academic Skills Center
Buddy Smith, Vocational Mechanics
Larry Derrick, Vocational Welding
Cindi Amerson, Vocational Nursing
Sue Barker, Tutor Trainer
Judy Traylor, Dean of Adult and Developmental Education
Wanda Schindley, Coordinator, Workplace Literacy

Business and Industry

John Irwin, Director Human Resources, Lone Star Steel
Claudia Henderson, Training and Communications Administrator, Lone Star Steel
Hershel Burkes, President Steelworkers' Union
Barry Woods, Training Coordinator, Pilgrim's Pride
K. D. Potts, Personnel Director, Pilgrim's Pride

PROJECT ADVISORY COMMITTEE 2

John Irwin, Director Human Resources, Lone Star Steel
Claudia Henderson, Training and Communications Administrator, Lone Star Steel
Hershel Burkes, President, Steelworkers' Union
Judy Traylor, Dean of Adult and Developmental Education
Wanda Schindley, Coordinator, Workplace Literacy

Expanded to Include:
Kyle Pennington, Director, Specialty Tubing
Randy Pirkey, Supervisor, Specialty Tubing
Rodney Keith, Supervisor
Tommy Stewart, Supervisor

PROJECT ADVISORY COMMITTEE 3

Dennis Dykstra, Vice-President, Pilgrim's Pride
Gary Treat, Plant Manager, Prepared Foods
Barry Woods, Training Coordinator, Pilgrim's Pride
K. D. Potts, Personnel Director, Pilgrim's Pride
Judy Traylor, Dean of Adult and Developmental Education
Wanda Schindley, Coordinator, Workplace Literacy

Revised to include:
Goldie Harwell, Personnel Director
Omit: Dennis Dykstra and K. D. Potts

Chronology of Committee Meetings

The first Project Advisory Committee (PAC) meeting was held on September 10, 1991. The meeting was successful in that community, education, and business leaders were advised of what was planned for the project, and ideas for coordination with existing projects were discussed. Members also contributed suggestions for the current program, and contacts with key personnel from both Lone Star Steel Company and Pilgrim's Pride Industries were made. However, the fact that the PAC meeting did not result in specific plans made clear that individual committees composed of members of the two companies were necessary.

Development and Implementation Meetings

Lone Star Steel Company

Dr. Judy Traylor had already established a good working relationship with Claudia Henderson, Training and Communications Administrator at Lone Star Steel Company. Mrs. Henderson was not only supportive of the project but was also very enthusiastic and willing to do anything necessary to make the project a success. However, because of Mrs. Henderson's extended October vacation, it would be October 31st before another meeting could be set up.

During the October 31st meeting to discuss the company's needs, it was decided that all levels of personnel could best be served through an applied writing course. Since GED classes were already in place through the Self-Improvement Program, the course was to be designed to cover the kinds of writing required of supervisors, foremen, and clerical workers but open to all plant personnel.

Mrs. Henderson agreed to collect written documents for analysis and to survey informally workers about their concerns about writing and suggestions for the writing class curriculum.

Meetings were held during all stages of the development of the course to get approval and suggestions. After the first class, a meeting was held to discuss the outcome and any revisions to the curriculum for future classes and to schedule future classes. It was decided that the classes would be offered quarterly as long as was justified by employee interest.

Conclusion and Continuance Meetings

At the conclusion of the grant period, Drs. Traylor and Schindley met with Lone Star Steel representatives, including President and CEO Rys Best and Lone Star department vice-presidents, and Northeast Texas Community College President, Mike Bruner, and Executive Dean of Instruction, Susan McBride, to discuss the success of the program and continuance and expansion under a National Workplace Literacy Grant. Plans were made to target a department for future classes. All parties expressed a commitment to future workplace partnership projects.

To date, two meetings with supervisory personnel in the Specialty Tubing department have been held. A third meeting was scheduled but canceled because of an accident that resulted in two fatalities in the Speciality Tubing department. All supervisors are, however, enthusiastic about the future project and have offered support.

Development and Implementation Meetings

Pilgrim's Pride Industries

After initial contact with Pilgrim's Pride Industry personnel was made at the PAC meeting, several meetings were set up with the Training Director. Before each meeting, however, the Director would call and cancel. After several attempts to meet, the Director passed the responsibility to the Personnel Director, K. D. Potts. During a meeting with Mrs. Potts, the company's needs were discussed, and it was decided that the Quality Assurance department most needed an educational program. Mrs. Potts was successful in setting up a meeting with Vice-President Dennis Dykstra and Plant Manager Gary Treat to discuss the program.

The meeting resulted support and cooperation for the project. Dates for meetings with Gary Treat and for task analysis in the Prepared Foods Plant were set. However, because of other plant programs, it was decided by Dr. Dykstra that classes should not begin until June or July.

During the task analysis phase of the project, meetings were held with K. D. Potts. Shortly after that phase was completed, however, Mrs. Potts left the company. After the task analysis had been completed, additional meetings were set up with Dr. Dykstra, and after training materials were prepared, Dr. Dykstra promised to review them. After some delay, however, Dr. Dykstra left the company. It was decided that, for political reasons, we should choose and recruit carefully a future contact person.

Implications

1. It is essential to the success of a workplace literacy project that a company liaison be targeted and "sold" on the project. This person does not have to be in a decision-making position but should be enthusiastic about the project and willing to set up meetings with persons who are in decision-making positions.
2. Although project advisory committees that include members of the community are important for general public relations purposes, the real work that is to be done in a workplace literacy project must be done with employees of the targeted business or industry, since companies are usually not willing to discuss their problems and needs with the general public.
3. It is important for key supervisory personnel to be involved in the planning and implementation of a workplace literacy project. Although cooperation and permission is required of high-ranking personnel, essential support also comes from first-line supervisors, those who have direct contact with the worker-participants.
4. When working with a union company, union officers should be included in all levels of planning and implementation.

Company Needs Assessment

Lone Star Steel Company

Because a lack of writing skills had resulted in various problems at Lone Star Steel Company, a course in applied writing was developed. A new company mandate required that employees write Standard Operating Procedures for their areas. Employees who had not had to write much in the past suddenly became concerned about their writing skills. An informal survey of employees revealed a commonality of concerns:

1. Employees were concerned about getting ideas on paper with the relevant details.
2. Employees were concerned about eliminating wordiness--"saying what I want to say in as few words as possible."
3. Employees were concerned about correctness--avoiding embarrassment because of incorrect usage and mechanics.

It was decided that the writing course should focus on strategies for developing and organizing ideas and conciseness and correctness in writing reports, memos, and standard operating procedures.

(Because Lone Star Steel's Standard Operation Procedures were classified, that kind of writing was not included in the manual, but classes would include a focus on the process writing involved in writing the procedures.)

Pilgrim's Pride Industries

In meetings with the personnel director, various areas in the plant were discussed as possible target areas. It was decided that employees in the Quality Assurance department were most in need of educational services.

In a later meeting with a company vice president and managers of both the prepared foods and kill plants, it was decided that the sixteen areas of the prepared foods quality assurance department should be targeted for the project. In later meetings, a certification course that would involve skills and knowledge needed for all sixteen areas was discussed. Times were scheduled for task analysis--observation of employees and employee interviews--in the department. The company shared documents and reports used in the quality assurance department for analysis.

Implications

1. Educators who are working with industry must be sensitive to the need for confidentiality. A high level of trust must be developed between educators and company personnel in order to accurately assess a company's problems and needs.
2. Educators should make clear the scope of the project and, in early meetings, get permission to analyze company documents and reports necessary to developing an understanding of employee tasks.
3. Present and future goals of the company should be discussed. If, for instance, a company is cutting its work force, the company may be concerned about upgrading skills for workers who will be relocated. Other companies may be concerned about preparing workers for the transition to new equipment or methods of operation that will be used in the future.

Task Analysis

Lone Star Steel Company

Task analysis for the Lone Star Steel Company Applied Writing course involved:

1. Reviewing company documents
2. Reviewing company training materials
3. Surveying workers about their needs and concerns about writing

Pilgrim's Pride Industries

Task analysis for the Pilgrim's Pride Industries Quality Assurance certification course involved:

1. Consulting with the plant manager to determine which of the sixteen areas of the quality assurance department involved similar tasks
2. Reviewing job descriptions for each of the sixteen areas
3. Observing workers in each of the areas of the quality assurance department
4. Interviewing workers in key/representative areas of the quality assurance department
5. Interviewing supervisors in the quality assurance department
6. Listing specific tasks performed in each area
7. Analyzing tasks lists for the kinds of skills needed for each task

Note: On one visit, the supervisor accompanying the educator was called to the side by an employee and told that several employees were upset because the educator had rings on her fingers. Rings were not allowed to be worn in the area. The educator apologized and attempted to remove her rings. Since the rule applied to those handling food, and the educator was not handling food, this probably should not have been an issue. Yet, to the workers, it was important.

Implications

1. Permission must be obtained to observe and interview employees.
2. Supervisors of all levels and employees should understand the purpose of the educators' presence.
3. Educators should attempt to be as undisruptive as possible as they observe and interview employees.
4. Educators should prepare some questions in advance, writing them on paper and leaving blank space below for answers.
5. Educators should attempt to be informed about the rules in the work area they are visiting and attempt to conform to those rules.

Curriculum Development

Lone Star Steel Company

Curriculum for the Lone Star Steel Applied Writing course was developed to encompass the skill needs and concerns extracted from informal surveying of employees and analysis of the companies documents and training materials.

The course focuses first on fluency (prewriting and drafting techniques) and then correctness (rules of usage and mechanics). A manual was prepared as a text and resource for participants. The manual included the following chapters:

1. The Process of Writing
2. Eliminating Wordiness
3. Transitional Expressions
4. First, Second, and Third Person
5. Active and Passive Voice
6. Using Verbs
7. Summarizing, Paraphrasing, and Quoting
8. Be Kind to your Reader (using headings, lists, and manuscript form)
9. Writing Letters
10. Writing Memos
11. Writing Proposals
12. Writing Reports
13. Nuts and Bolts (usage and mechanics handbook)
14. Commonly Confused Words
15. Commonly Misspelled Words

(See Appendix B for manual)

Pilgrim's Pride Industries

Curriculum for the Pilgrim's Pride Industries Quality Assurance Certification Course will include the following:

Reading
- Word problems
- Thermometers
- Scales
- Forms and graphs
- Templates
- Tape
- Rules and regulations
- Specifications

- Writing
    - Filling out forms
    - Basic sentence structure
    - Basic mechanics and usage
    - Basic report writing
- Math
    - Whole numbers
    - Fractions
    - Averages
    - Percentages
    - Ranges
    - Standard Deviation
    - Using Calculators
    - Measurement conversion
    - Specifications
- Science
    - Basic hygiene
    - Germ growth and spread
    - Visual checks in fractions of inches
    - Rules related to safety and hygiene

Certification tests were developed for each area of the department. (See Appendix D.)

To further field-test the job-specific curricula for Lone Star Steel Company and Pilgrim's Pride, this project proposed and was awarded a competency-based, high-tech instructional delivery system called Hypergraphics. Training materials/job-specific curricula are translated for use in the system and onto a large screen. The color and graphics that can be placed on the system facilitate learning for those students who learn best visually. Visual learning is reinforced auditorily by the instructor, and remote response pads allow students to participate kinesthetically. The system enhances learning and provides positive reinforcement for future recall and synthesis. This advanced method of delivery puts all the theories of learning into operation and allows for effective teacher intervention, immediate feedback, one-on-one attemtion, and increased interest and motivation. The instructional presentations will integrate 21st century technology and what research tells us about learning.

Scheduling of Classes

Lone Star Steel Company

In a meeting with Human Relations department personnel, it was decided that a five-hour class--two-and-one-half hours in two consecutive days--would be tried for the first Applied Writing course. That time period would be adjusted, if needed, for the next course. The course would be offered during the second or third week of the month four times per year. Each class would be limited to twenty-five participants.

The first class was held March 16th and 17th; the second, June 17th and 18th; the third, September 14th and 15th. The fourth class is scheduled for December 7th and 8th.

Pilgrim's Pride Industries

During meetings with Pilgrim's management personnel, it was decided that the Quality Assurance Certification Course should be a twenty-hour course, conducted over a ten-week period. It was decided that classes should be delayed until June or July because of other activities at the company. Prior to that date, attempts were made to get approval of the curriculum and firm up scheduling. Further delays resulted because of turnover of company personnel. Classes were not started on schedule; however, we feel confident that we will be able to conduct classes at Pilgrim's, using the curriculum developed under this grant.

Implications

1. Since retention for more than a ten-week period is difficult, scheduling classes within a ten-week time frame is desirable.
2. Attempts should be made to elicit supervisory support to keep participants motivated.
3. Curriculum can be split into content areas, when possible, for short classes.

Recruitment and Assessment

Lone Star Steel Company

Recruitment for the Lone Star Steel Applied Writing Course was done through flyers posted in various buildings at the plant. (See Appendix A.) Participation was voluntary.

It was decided that the class should be nonthreatening and that evaluation would be done through a pre- and post-attitude survey rather than through standardized skills testing. (See Appendix C.)

Pilgrim's Pride Industries

The company offered to post announcements of the class and put announcements with employees' pay checks. Those employees in the quality assurance department would be strongly encouraged to attend; employees outside the department who wanted to qualify for jobs in that department would be admitted.

The Hypergraphics system will be used in the classes, allowing non-threatening assessment of basic skills through remote responses. Gains in skills will be assessed using data from Hypergraphics tracking. (See page 15.)

Implications

1. It is important to make assessment as non-threatening as possible. One way to do this is with Hypergraphics technology with which participants respond to questions on a screen with remote responder pads. The system charts individual's responses and charts progress.
2. It is important that employees' participation in classes is voluntary. In a union setting, the union's support is essential, as is the support and encouragement of supervisors.

Coordination with Other Programs

Lone Star Steel Company

Lone Star Steel employees who do not have a high school diploma are encouraged to participate in the Self-Improvement Program (SIP). GED recipients and high school graduated are encouraged to enroll in college classes. Although SIP classes have been held at the union hall, Lone Star Steel Company has recently made available a building for a community Adult Education Center, sponsored by Lone Star Steel Company, Lone Star Steelworkers' Union Local 4134, and Northeast Texas Community College. The building will be used to provide all levels of classes--GED, Workplace, basic literacy, continuing education, and college-level credit courses. A Hypergraphics classroom will be used for Workplace Partnership classes in the spring.

Pilgrim's Pride Industries

Participants in the Quality Assurance Certification course will be encouraged to enroll in supplementary classes on their levels. English-as-a-Second-Language participants who are not literate in their native language (Spanish, in this population) will be encouraged to enroll in Spanish and ESL classes. Non-high school graduates will be encouraged to enroll in GED classes at the Northeast Texas Community College campus or at the Adult Education Center in downtown Mt. Pleasant. After completing GED courses, participants will be encouraged to enroll in college-credit courses.

ESL participants can also be encouraged to enroll their children in tutoring programs.

Implications

1. Provided that participants are involved in education at the work site and have good experiences with workplace education, their needs can be assessed and they can be channeled into classes that will enhance general education and certification levels.
2. When parents become involved in educational programs, they are likely to pass on learned skills to their children and view education in general with a positive attitude.

Evaluation of Classes

Lone Star Steel Company

The first Applied Writing course resulted in a significant change in self-evaluation of competencies and attitudes. The pre- and post-survey revealed a gain of 55 points for 23 participants on an eight-question survey. To date, 59 employees have participated in three Applied Writing classes.

Survey Statement	**Gain**
1. I enjoy writing.	+3
2. The worst part of writing is getting started.	+6
3. I sometimes have trouble saying what I want to say.	+6
4. When I write, I am unsure about how to use punctuation.	+7
5. When I write, I worry about using correct grammar.	+14
6. I have forgotten much of what I learned about writing in high school.	+5
7. If I wanted to write a leter to the editor of the local newspaper, I would feel comfortable about my writing.	+8
8. I might be able to help my children or grandchildren with their writing.	+6
Overall Gain	**+55**

Third Party Evaluation

Dr. Eugenia Travis acted as a third-party evaluator. The following is her evaluation.

Continuance

Lone Star Steel Company

Classes at Lone Star Steel Company will continue under a National Workplace Literacy grant. Meetings have been held and preparations made to conduct task analysis in the Specialty Tubing department. After curriculum has been developed, training materials will be put on the Hypergraphics system. Additionally, employees will be encouraged to participate in other classes at the new Adult Education Center that will serve the community of Daingerfield/Lone Star.

Pilgrim's Pride Industries

Classes for the Quality Assurance department will be started as soon as a relationship with a company laison can be developed. We are confident that the sixty people in the department will be served, in addition to workers who want to be trained to be promotable into the department.

Dissemination

The Northeast Texas Workplace Partnership Program was presented at two regional Adult Education conferences, at a Department of Labor JTPA conference, at the Northeast Texas Education Coalition Banquet, at the Workplace Literacy Consortium, and at a Texas Employment Commission meeting, in addition to Project Advisory Council meetings. Claudia Henderson, Training and Communications Administrator at Lone Star, participated in several presentations.

Articles outlining the program were published in the TACAE Update, in local papers, and in a departmental tabloid. Further articles are planned to discuss the success of the Workplace Partnership Program.

THIRD PARTY EVALUATION

Workforce Literacy Partnership Implementation Project

End-of-Project Report

This report examines the outcomes of the Workforce Literacy Partnership Project undertaken by Northeast Texas Community College in partnership with Lone Star Steel Company and Pilgrim's Pride Corporation. The report focuses on four stages of the project, including: (1) a design stage, (2) an installation stage, (3) process features, and (4) the products developed. An assessment will be given of the overall contribution of the project and whether or not the objectives of the project were achieved either in whole or in part.

Design of the Project

This part of the evaluation focuses on the feasibility of the design of the project. Was the design adequate or appropriate to bring about the expected results? The original design of the project was conceptualized to respond to the priorities for workforce literacy partnership implementation as set forth by the Texas Education Agency in its request for proposals under the Adult Education Act, P.L. 91-230, Section 353 Special Projects Federal Funds Program:

(1) To plan, develop, refine and document a workforce literacy program to include the formation of a partnership, clear and detailed explanation linkages between literacy instruction and skill development, and the development of a job-related curriculum.

(2) To develop a manual for adult educators that describes the program and its procedures.

The design of this project involved creating an awareness and understanding of the project which was partially accomplished by creation of a flier and poster which were hand delivered to employers, the labor union, and educational institutions. Local banks were asked to include a card publicizing the project in their monthly statements to area residents. Project staff conducted "mini-presentations" at the two participating industries. In addition, the staff prepared radio and television public interest announcements. The design also included inservice literacy training and developed two training manuals--one for Lone Star Steel Company and one for Pilgrim's Pride Corporation.

Criterion questions regarding the operational format, program design and planning, instructional materials, project management plan, employee training plan, allocation of resources, and procedures for completing tasks have been posed by the evaluator to ascertain the appropriateness of the design. The project evaluator subjected the project to all the questions listed in the project evaluation plan, which is attached as Appendix A. A sampling of those questions and answers give an accurate description of the project as it moves from inception to completion.

Installation of the Project

Was the operational format implemented as proposed?

The project time frame was designed to correspond to projections by the TEA to be completed by June 30, 1992. Since the project staff designed and printed two manuals and conducted training at two sites, TEA approved an extension of time to allow a more appropriate time frame for completing the work of the project. The design was modified to extend through the summer.

Was the PAC used as planned?

Experienced persons were chosen with three persons each from the two industries and three from the college. The PAC members performed their role by attending scheduled meetings as evidenced by minutes of those meetings.

Were the activities started as provided for by the operational format and timeline?

Activities started within the time frame as evidenced by informal reports, PAC meeting minutes and worksite training conducted.

Were reports submitted within the time frame specified?

The design of the project allowed for a built-in alteration of the time frame if required. Reports were submitted based on the extension of time granted by the funding agency.

Was sufficient information provided to monitor project performance?

Informal methods of reporting with project monitors were built into the design of the project, with the expectation that the monitors would attend the PAC meetings. Telephone conversations and informal reporting has provided sufficient information throughout the course of the project to monitor project performance effectively.

Did the reports comply with the specifications stated in the proposal?

In addition to a final report, two resource manuals were produced--one at each industry. The main focus of the project was to develop instructional content based on the literacy requirements of the actual job requirements of existing positions and new literacy requirements related to increased job requirements created by new technology in the workplace. The manuals produced seemed timely and appropriate.

> Did the final report provide an accurate description of the project procedures and results?

The design of the project listed six tasks that were necessary to complete the project objectives. The procedures used to carry out each task have been reviewed by the third-party evaluator. Given the time frame, limited funds, heavy involvement of staff and industry personnel, the procedures seemed clearly specified and most appropriate.

Process Evaluation

To evaluate the process used to implement the project, the third-party evaluator examined the process through questions regarding (a) the project process in relation to the specified procedures stated in the proposal (b the appropriateness of materials produced completion time for producing the products, and (c) the outcomes as measured by trained employees.

> Was the project process in accordance with specified procedures stated in the proposal?

The types of representatives specified in the proposal to be included on the Project Advisory Committee were, in fact, selected. All the members could not attend every meeting, but they did give input by telephone and did attend most meetings. Advisory Committee members were interviewed and asked questions regarding their opportunity for input to the project, communication to them from the project staff, the worthiness of the project, and the merit of the products. In every case, those interviewed had positive comments about the processes used to implement the project.

Project staff were employed early in the project. The staff and PAC members agreed on the outline to be followed and contents of products in conducting the project. The procedures were followed according to proposal specifications.

Were appropriate and sufficient materials identified?
The procedure for developing the project products were developed according to the appropriate timelines. Since two manuals and two training sites were involved the timelines were extended to allow for this training which has been completed to the satisfaction of employees and employers.

Did the training proceed as scheduled?
The number of employees trained exceeded the project goals and objectives. Training was completed in the extended timeframe. The tasks were completed with the personnel originally specified. The project was completed within the budget awarded for the contract.

PRODUCT EVALUATION

In reviewing the products specified, such as the manuals, the inservice employee training, and the final report, all questions listed in the Product section of the Evaluation Plan (Appendix A) were used to indicate progress.

1. The Manuals

> Did the manuals meet the specific objectives identified in the training?

The evaluator examined both training manuals produced for this project and found the material clearly stated and written at the level to achieve the desired results, efficient, effective.

The two manuals were well received by employees who attended in-services classes at two sites. From interviews conducted by the evaluator with individuals at both industry sites, employees were quick to give approval to the content, readability and understanding of materials. The results of pre- and post-assessment instruments developed and conducted by project staff indicate an overall gain in basic written skills of +55. This is an excellent indicator of the success of this project.

2. Inservice Training.

Two sites were chosen for training--Lone Star Steel Company and Pilgrim's Pride Corporation. Forty-three persons attended the two training sessions at Lone Star Steel. Pilgrim's Pride Corporation is currently scheduling sessions to be conducted. Manuals are prepared and personnel will go on site to conduct training when scheduling is completed. (A federal workplace literacy grant has been funded to extend this training and allow additional sites to be involved.) The goal of the project was to train 50 employees.

When training sessions are completed at Pilgrim's Pride Corporation, the project staff will have met that goal.

Training sessions were adequately publicized with individuals given time off to attend classes. Employees at Lone Star were reimbursed for cost of materials after completing the GED. The evaluator attended the ceremony conducted at Lone Star Steel where GED's were handed out. The president of the local union was a recipient of the GED. After his speech there was probably not a dry eye in the auditorium. The applause went to this man, not to the congressman who preceded him.

3. Reports

Reports have been sent to TEA as required. The final report is being prepared now. Informal reporting and discussions were continuous throughout the project time frame between project staff and liaisons at Lone Star Steel and Pilgrim's Pride.

In an effort to ascertain if the objectives of the project were obtained, this project third-party evaluator has reviewed documentation on file for the project, has reviewed agendas, rosters and minutes from PAC meetings. During the course of the project, the third-party evaluator could not attend every function of the project due to time and financial constraints; therefore some of the evaluation is from secondary sources rather than primary. The evaluator has spent several sessions with the staff person who authored the manuals and conducted training at the two sites. She did not attend any of the inservice training sessions but attended the GED graduation ceremony of persons trained in the project.

Given the short time period of the project, the nature of the budget, and the time obstacles presented by the busy schedules of local practitioners the project has been judged a success toward meeting the objectives to which it was planned.

Based on the evaluations of trained employees, the product seems to be well received and holds promise of being used effectively and bringing about continued local collaboration between community based organizations and the college. The manual seems to be well-formulated and have significant information needed by employees.

The project personnel have publicized this project widely in this area and are available to offer similar training on a cost-reimbursement basis. Knowing the objective of TEA is for continuation of the intent of the project once funding has ended, it is commendable to note that the project administrator, Dr. Judy Traylor has received a U.S. Department of Education Workplace Literacy grant. This guarantees that workplace literacy training will continue throughout East Texas.

Overall, I found the project made a positive contribution to a large number of employees and established a linkage and collaboration between education and industry that is expected to have a myriad of positive effects. The fact that the project staff were able to obtain a federal workplace literacy grant to continue the work begun with this start-up grant attests to their interest, dedication and ability to carry out project goals.

Eugenia Travis

Eugenia Travis, Ed.D.
Third Party Evaluator
August 25, 1992

Continuance

Lone Star Steel Company

Classes at Lone Star Steel Company will continue under a National Workplace Literacy grant. Meetings have been held and preparations made to conduct task analysis in the Specialty Tubing department. After curriculum has been developed, training materials will be put on the Hypergraphics system. Additionally, employees will be encouraged to participate in other classes at the new Adult Education Center that will serve the community of Daingerfield/Lone Star.

Pilgrim's Pride Industries

Classes for the Quality Assurance department will be started as soon as a relationship with a company laison can be developed. We are confident that the sixty people in the department will be served, in addition to workers who want to be trained to be promotable into the department.

Dissemination

The Northeast Texas Workplace Partnership Program was presented at two regional Adult Education conferences, at a Department of Labor JTPA conference, at the Northeast Texas Education Coalition Banquet, at the Workplace Literacy Consortium, and at a Texas Employment Commission meeting, in addition to Project Advisory Council meetings. Claudia Henderson, Training and Communications Administrator at Lone Star, participated in several presentations.

Articles outlining the program were published in the TACAE Update, in local papers, and in a departmental tabloid. Further articles are planned to discuss the success of the Workplace Partnership Program.

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Appendices

Appendix A	Recruitment Flyer and Sample Invitation letter Lone Star Steel Company
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APPENDIX A

Recruitment Flyer and Sample Invitation Letter

Lone Star Steel Company Applied Writing Class

Lone Star Steel Company

and

Northeast Texas Community College

Adult and Developmental Education Dept.

PRESENT

Applied Writing

Learn how to

get ideas from brain to paper,
organize your ideas,
create a first draft,
make writing clear and interesting,
eliminate wordiness,
punctuate correctly,
and polish your writing.

Learn how to say what you want to say in

letters of commendation and recommendation,
proposals to purchase equipment and implement ideas,
memos, reports, and operating procedures.

Bring your writing questions and concerns. It's YOUR class.

Date: December 7th and 8th (2-day course)
Time: 4:00-6:30
Place: Lone Star Steel Training Center
Class limit: 25
(No charge to participants)

Contact Claudia Henderson at 656-6834 to enroll.

NORTHEAST TEXAS COMMUNITY COLLEGE

Georgia-Pacific Corp.
1100 Georgia-Pacific Drive
Daingerfield, TX 75638

Dear Georgia-Pacific Corp.,

Northeast Texas Community College, in cooperation with Lone Star Steel Company, is offering a five-hour course in Applied Writing on March 16 and 17. Lone Star Steel Company has requested that a place be reserved for a representative from your company. Details are included on the enclosed flyer.

We hope to see you there.

Sincerely,

Wanda Schindley

Wanda Schindley
Coordinator, Workplace
Partnership Project

[illegible] TEXAS [illegible]

APPENDIX B

Applied Writing Manual

Lone Star Steel Company Applied Writing Class

APPLIED WRITING

Courtesy of Holt,
Rinehart and Winston

Photo by
James Newberry

BEST COPY AVAILABLE

APPLIED WRITING

Directed by Judy Traylor, Ed.D
Written by Wanda Schindley, Ed.D

Prepared for Lone Star Steel Company under a
1991-1992 Special Project (#22320214)
Workplace Partnership Implementation grant from the
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to
NORTHEAST TEXAS COMMUNITY COLLEGE

The opinions reflected herein do not necessarily reflect the positions or policies of the Texas Education Agency, and no official endorsement should be inferred.

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THE PROCESS OF WRITING

Stages in the Process

Although we talk about the process of writing as having stages, or steps, the stages are overlapping and may be repeated. The stages were identified by researchers as they watched both student and professional writers as they composed. The researchers found that, although writers are different in many ways, the similarities in the way writers composed provided important clues. We know that the brain does not work with information in a linear fashion but through complex relationships--new ideas interacting with old information.

Prewriting

The term *prewriting* is used to identify what a writer does before actually drafting a paper. Prewriting might involve thinking about the subject of the paper while driving in a car or doodling on a piece of paper. Prewriting also involves making lists, formulating and answering questions, and arranging ideas in a logical order.

Writing

At one time, the term *writing* was used to encompass the whole writing process. A writer simply wrote. Period. Thinking about writing as a process, however, relieves some of the tension. No one is expected to pick up a pen and produce a perfect paper.

Revising

The wonderful thing about putting words on paper is that writers can change their words to better express themselves. They can rearrange whole paragraphs for better organization. They can, in fact, trash the whole thing and start over. The term *revising* refers to manipulating large chunks of material or changing ideas.

Editing

Editing, looking for and changing words or sentences to make writing more interesting or easier to understand, takes place after the ideas are logically arranged on paper. The paper is checked for sentence structure, repetition of words or ideas, inappropriate language, etc.

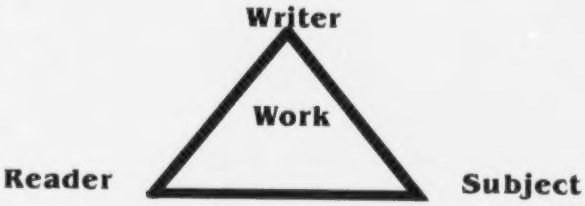
Proofreading

Proofreading refers to a final reading to catch and correct typographical errors, errors in manuscript format, and errors in capitalization, spelling, and punctuation.

Publishing

Publishing is simply sharing writing. It may be with only one other person or with thousands of people. Either way, a writer wants to make the best possible impression on the reader.

Elements of Communication



The focus in writing depends on the aim, or purpose. In business writing, the purpose is usually to give information. Even when the purpose of the writing is to persuade someone to take some kind of action or to believe something is true, the focus is on information itself even though the reader's understanding of the information is a constant consideration.

Kinds of Writing

To relay information, a variety of developmental strategies may be used in a single report.

Description/Definition

A writer and reader must have the same mental picture of an object or the same understanding of a term to communicate effectively. Description and definition are both important in business writing.

Classification

Classification is used to help the reader understand information. By breaking the information down into parts, analyzing functions, and comparing objects or ideas to other objects or ideas to show similarities and differences, writers help their readers understand new concepts.

Narration

A narrative is a story. Stories relate a series of events as they happen in time order. In business writing, the series of events may be a process. The steps in the process are given according to a logical sequence in time. Narratives may be used to illustrate a point or to instruct.

Evaluation

Evaluation involves making a judgment about quality, correctness, the best course of action, etc. An evaluation is an opinion, but in business writing, it is supported with facts.

Qualities of Good Business Writing

Clarity

Accuracy

Comprehensiveness

Accessibility

Conciseness

Correctness

Courtesy

ELIMINATING WORDINESS

Key Terms

Subject: The part of a sentence about which something is said; the doer of the action in a sentence, or the thing being described.

Verb: A word or words in a sentence expressing action, existance, or occurrence.

Expletive: An additional word, syllable, or phrase used to fill a vacancy in a sentence (notably *it is, there is, there are);* an obscene word or phrase.

Redundant: Excessive; repetitive; words that are unnecessary to the meaning expressed in a sentence.

Focusing on the Real Subject

Emphasize the real subject by placing it first in a sentence.

Practice

Revise the following sentences, eliminating the expletives. In the sentences below, the *real* subject is buried. *There* or *it* (expletives) becomes the grammatical subject of the sentence instead of the *real* subject.

It is with great pleasure that I welcome you to our first staff meeting of 1992.

There are many new markets that must be explored.

There is a meeting for all plant supervisors scheduled for Friday at 2:00.

In the following sentences the real subject is buried in a prepositional phrase. Revise the sentences, placing the real subject in the lead position.

The presence of a leakage was detected.

The use of this method will increase production by 12 percent.

The area of rising medical costs has been discussed frequently.

Focusing on the Real Verb

Just like buried subjects, buried verbs muddy and lengthen sentences. Verbs are usually buried by turning them into nouns and adding an additional verb.

Practice

Revise the following sentences to eliminate unnecessary words and make the real verb do its job.

Hint: Watch for *-tion* endings. They often indicate a verb that has been changed to a noun.

An investigation of all possible reasons for the accident was undertaken.

The men tried to effect an installation of the new equipment in the building.

We conducted an analysis of the production schedule for the period of the holidays.

Eliminating Wordy Phrases

Practice

Revise the following sentences, replacing or eliminating wordy phrases.

It has been brought to the attention of this office that the holiday falls on Sunday.

I am of the opinion that, in regard to overall production, the indications are that a substantial increase will be realized.

I see no reason at this point in time why we should not rely, as has often been the case in the past, on the back-up generator to supply power.

Eliminating Redundancy

Revise the following sentences, eliminating redundant words.

The new, modern, up-to-date equipment contains state-of-the-art technology.

We can combine together the orders that are large in size and the ones that are small in number.

In view of the fact that the weather is unseasonably warm, we can take into consideration measures to conserve energy.

Quick Reference

Wordy Phrase	***Concise Phrase***
a majority of	most
a number of	some, many
at an early date	soon
at the present time	now, today
at that point in time	then
based on the fact that	because
be of the opinion that	believe
despite the fact that	although
due to the fact that	because
during the time that	during, while
exhibit a tendency to	tend to
form a consensus of opinion	agree
for the purpose of	for
for the reason that	because
from the standpoint of	considering
had occasion to be	was
have the capability to	can
if conditions are such that	if
in accordance with	as
in connection with	about, concerning
in many cases	often
in order to	to
in regard to	regarding, about

in the event that	because
is beneficial to	benefits
is indicative of	indicates
it is my opinion that	I think that
it is our understanding that	we understand that
involves the necessity of	requires
make a decision	decide
meet with approval	approve
not in a position to	unable to
on the order of	about
owing to the fact that	since, because
prior to	before
reduce to a minimum	minimize
so as to	to
take into consideration	consider
until such time as	until
utilize	use
with the result that	so that

Redundant Phrase	***Concise Expression***
absolutely essential	essential
actual experience	experience
advance warning	warning
and *et cetera*	etc.
at all times	always
come to an agreement	agree
complete monopoly	monopoly
completely eliminated	eliminated
conclusive proof	proof
deeds and actions	deeds, actions
each and every	all
exactly identical	identical
exact same	same
first and foremost	first
give an answer	answer
inasmuch as	as
provide representation	represent
throughout the whole	throughout
true facts	facts
unless and until	unless, until
various different	various
very necessary	necessary
very unique	unique, unusual

TRANSITIONAL EXPRESSIONS

Key term

Transitional expressions are words and phrases that point out relationships between ideas and guide the reader from sentence to sentence.

Practice

Add transitions to the following sentences. (See the list of transitions below and on the following page.)

The coffee pot had not been cleaned in weeks; ___________, it was very dirty.

All of the employees were invited to the meeting; ___________, some did not attend.

First, write your name and today's date on the paper. _________ check the appropriate boxes on the form.

Lone Star produces many kinds of pipe; _____________, it produces drilling pipe for oil wells.

Editing Note: Transitions will spice up dull writing and provide your reader valuable clues. When editing, check to make sure you have included transitions to show time order, order of importance, and contrast.

Quick Reference

Purpose	Transitional Expressions
to add	and, and then, as well, also,besides, first (second, third, etc.) for one thing, furthermore, in addition, moreover, next
to compare	also, as well, both (neither), likewise, similarly
to contrast	although, but, even though, however, in contrast, nevertheless, on the contrary, on the other hand, yet, whereas
to concede	certainly, granted that, of course, no doubt, to be sure
to emphasize	above all, especially, in fact, in particular, indeed, most important, surely
to illustrate	for example, for instance, in particular, one such, yet another
to place	above, below, beside, beyond, farther, here, inside, nearby, next to, on the far side, opposite, outside to the east, etc.
to qualify	perhaps
to give a reason	as, because, for, since
to show a result	and so, because of this, as a consequence, consequently, as a result, for this reason, hence, so, therefore, thus
to summarize	all in all, finally, in brief, in other words, lastly, on the whole, to sum up
to place in time	after a while, afterward, at last, at present, briefly, currently, during, eventually, finally, first (second, etc.) gradually, immediately, in the future, later, meanwhile, next, now, recently, soon, suddenly, then

FIRST, SECOND, AND THIRD PERSON

Key Terms

First person uses first-person pronouns *(I, me, mine, we, ours)*. It is sometimes called first-person *point of view.*

Second person uses second-person pronouns *(you, your)*. It is sometimes called second-person *point of view.*

Third person uses third-person pronouns *(he/him, she/her, it, they/them)*. It is sometimes called third-person *point of view.*

Using Pronouns

Today, using first-person pronouns is more acceptable and often encouraged for most informal memos and reports. For even formal reports, first-person pronouns are used when necessary.

Traditional example:

The writer of this report concludes . . .

Contemporary example:

I conclude . . .

GIVING INSTRUCTIONS

In "How-to" writing, second-person pronouns are used.

Traditional informal (second person):

First, you set up the work environment by assembling the necessary tools.

Traditional formal (third person):

The machinist first sets up the work environment by assembling the necessary tools.

Contemporary (second-person imperative):

First, set up the work environment . . . (You is understood.)

Editing note:

1. Be consistent.
2. Check second-person pronouns. A common error results from the use of you when the writer really is referring to himself.

Instead of: *When the mill is running, you don't have time . . .*
Say: *When the mill is running, I don't have time . . .*
or
When the mill is running, the operator doesn't have time . . .)

SEXIST LANGUAGE

To avoid the troublesome he or she/his or her combination for third-person singular, change the construction to plural.

Singular:

Each employee must request his or her vacation in advance.

Plural:

All employees must request their vacations in advance.

Or replace the pronoun with an infinitive (to + verb).

With infinitive:

An employee must make sure to request a vacation in advance.

Note: Words that end in *-man* can be replaced with non-gender words (chairman, chairperson; policemen, police officers).

ACTIVE AND PASSIVE VOICE

Active sentences feature the doer of the action; the subject performs the action:

Example: The supervisor asked the employees to work overtime.

Passive sentences feature the receiver of the action; the subject receives the action:

Example: The employees were asked by the supervisor to work overtime.

As a general rule, use active sentences. Active sentences require fewer words, are more direct, and are easier to understand.

Practice

Change the following sentences to active voice.

The meeting was announced by the president of the union.

____

____

The classes were attended by the supervisors.

____

____

REVISING AND PROOFREADING

1. Does the format of my proposal make it easy to read and understand?
2. Is the organization of the proposal logical?
3. Is each paragraph united by a main idea?
4. Are my ideas presented clearly?
5. Have I supported each claim with sufficient evidence?
6. Have I deleted wordy phrases and repetition?
7. Have I checked for usage errors (subject-verb agreement, etc.)?
8. Have I used correct punctuation and spelling?

Sample Proposal

Date: March 17, 1992

To: Bob Jones, Office Manager
From: Jane Smith, Head Secretary
Subject: PROPOSAL TO PURCHASE A LAZER PRINTER

Introduction

In 1987, the company purchased a LazerPrint for a total purchase price was $6,596. During the 5 years we have owned the LazerPrint, we have had extended periods of down-time and have paid $2,350 in service fees--$895 during the past year. We expect service fees on this printer to be at least 50% more during the current years because of the recent increase in base service-call fees from $50 to $75 per call and because of the age of the printer.

LazerPrint down-time results in costly and embarrassing delays. For instance, we are unable to send out billing statements when the printer is down; statements have been as much as two weeks late. Recently, the secretarial staff input into the master computer a document that was to be presented at the monthly board meeting. Because of LazerPrint failure, we were unable to produce a printed copy of the document in time for the meeting.

4. Has new technology or different circumstances made my proposal workable?
3. How much technical detail should I include?

Creating Convincing Arguments

1. What kind of argument will my reader be most likely to respond to? (saving money, increasing production, improving quality, etc.)
2. How can I convince my reader that my solution is best?
3. What are my reader's primary concerns?
4. How much support (expert testimony, scientific findings, etc.) do I need?

Deciding on a Format

1. Should I use visuals (tables and graphs) to present information?
2. How should I document information from outside sources?
3. Should I include an Executive Summary of my proposal?

DEFINING THE PROBLEM

1. Do I need to survey others to find out the scope of the problem?
2. Do I need technical data for my proposal?
3. Are printed sources available that explain the scope of the problem?
4. How can I establish the fact that the problem exists?
5. How can I establish the fact that the problem is serious and needs attention?
6. How can I show the problem's causes and the effects of those causes?
7. Do I need to include a history of efforts to deal with the problem?

PROPOSING A SOLUTION

1. How can I show that my solution is feasible?
   List reasons
   Choose best reasons
   Develop the reasons with support
2. How can I show that my solution is cost-effective and easily implemented?
   List reasons
   Choose best reasons
   Develop the reasons with support
3. How can I show that my solution will work?
   List reasons
   Choose best reasons
   Develop the reasons with support

4. How can I emphasize the main idea of my proposal, my idea of the best solution?
5. What are the steps in implementing the solution?
   List steps
   Review the process mentally and/or physically
   Think of possible problems for each step
6. What is the best plan or timetable for implementing the solution?
   List plan/timetable
   Consider all involved parties
   Think of possible problems and revise

CREATING CONVINCING ARGUMENTS

1. What reasons and evidence can I give to show that my proposal will solve the problem?
2. How can I prove to my reader that taking the necessary steps to implement the solution is feasible?
3. What objections might my reader have, and how can I address these objections?
   Possible Objections
   It won't really solve the problem.
   It will cost too much.
   Employees won't do it.
   It will take too long.
   It's already been tried.
   You have a personal or conflicting interest in this solution.
4. What other solutions should I examine and show that they will not work or that they solve only a part of the problem?

DECIDING ON A FORMAT

1. How can I adopt a reasonable tone (attitude toward and approach to the subject)?
   Avoid a quarrelsome or disrespectful attitude.
   Do not attack personally another or another's ideas.
   Do not question another's intelligence.
2. How can I arrange ideas in a logical sequence?
3. How can I use headings and lists to make the ideas accessible to the reader?
4. How much information should I include in the body of the proposal? How much in an Appendix?
5. How can I make my proposal as neat and legible as possible?

Summary

The weight of an object depends on its mass and its closeness to the earth's surface. Although an object's mass, or amount of matter, does not change, the object's weight varies because of the pull of gravity as the object comes closer to the earth (Technical 14).

Paraphrase

The force of gravity on objects gives them weight. The weight of objects is related to mass, or quantity of matter contained in objects. As objects move away from the earth's surface, their weight changes; however, mass does not change (Technical 14).

Direct quotation

"The weight of an object will change as it travels further away from the earth's surface, but its mass will remain constant" (Technical 14).

Paraphrase with quoted material

The force of gravity on objects gives them weight, which "is proportional to its mass, or the amount of matter in the object" (Technical 14).

Quotation with ellipsis

"Gravity and its pulling force on an object gives the object weight [which] is proportional to its mass, or the amount of matter in the object. . . . [I]ts mass will remain constant" (Technical 14).

Note: Direct quotations of four or more lines are set off with a ten-space indentation; the ending period is before the parentheses. Periods are outside the parentheses for all other citations.

Practice 1

1. What is the difference in the length of the summary and that of the original source?

---

2. In the summary, is the word or sentence order changed from the original source?

---

3. What is the value of summarizing?

---

4. In the paraphrase, is the word or sentence order changed from the original source?

---

5. How is a paraphrase different from a summary?

---

6. Why would you need to paraphrase?

---

7. How is the direct quotation different from the original?

---

8. For what reasons might you want to use a direct quotation?

---

9. Why might you want to use a combination of paraphrased and quoted material?

---

10. What does the ellipsis indicate?

Practice 2

Write a summary, paraphrase, and paraphrase with quoted material based on the following original passage:

Original Passage

> The average tradesman, in the course of his employment, does not have occasion to consider the entire scope of his work in a definite and systematic manner. His trade skills and knowledge become so much a part of him that he forgets they once had to be learned. (Bollinger, *Trade Analysis and Course Organization* 2)

Summary

Paraphrase

Paraphrase with Quoted Material

Original Passage

Newton's first law of motion is stated as follows: A body at rest will remain at rest, and a body in motion will continue in motion with undiminished speed in a straight line, as long as no unbalanced external force acts upon it. (Technical, *Elements of Mechanics* 23)

Summary

____

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Paraphrase

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Paraphrase with Quoted Material

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Using Outside Sources

Reasons to Include Outside Sources

1. To use experts to lend credibility to your report or proposal
2. To use data or specific facts to support your main point
3. To let people speak for themselves, avoiding misunderstandings that can result from inaccurate translations

Reasons to Document Sources

1. To give credit where credit is due. Not giving credit amounts to plagiarism, stealing another's words or ideas.
2. To give your reader the information he needs to find the original source so he may read further.

WAYS TO INCORPORATE PUBLISHED SOURCES

Including Source Information in Text

Short reports or proposals with few sources usually have relevant source information included in the text.

Example:

In *Agents of Influence* (Touchstone, 1990), Pat Choate notes that "Japanese firms can invest and sell in America, but American firms find it difficult to invest and sell in Japan."

Parenthetical Citations and Works Cited Lists

The name of the author may be enclosed in parentheses, along with the page number where the quotation may be found, at the end of the quoted material. If more than one work by the same author is listed on the Works Cited page, a short form of the title should be included with each parenthetical citation.

Works Cited pages contain all of the sources referred to listed in alphabetical order. The Modern Language Association style is used most often. Books are listed with the following information: author (last name, first name), title (underlined or italicized), place of publication, publisher, year of publication. Newspaper and magazine articles contain the title of the article and the page numbers.

Example:

Choate, Pat. *Agents of Influence.* New York: Touchstone, 1990.

Collins, Glenn. "Single-Father Survey Finds Adjustment a Problem." *New York Times* 21 Nov. 1983: B17.

BE KIND TO YOUR READER

Using Lists

Would you prefer to read this

The relationship between producing and instructing can be seen in a simple comparison of the two fields. In the process of producing, a worker uses tools, machines and materials to produce things; whereas, an instructor uses tools, machines and materials to teach others how to do things. While a teacher uses a course of study, lesson plans and instruction sheets to guide his work, a worker actually uses blueprints, specifications and operation sheets to direct his work. A worker lays out the work to get the most economical production, but an instructor lays out the work according to learning difficulty to give the most economical instructions. And certainly a worker studies and understands the properties of materials, but a teacher studies and understands the nature of the human being (psychology). A good worker knows the best way to perform trade practices, yet a good teacher knows the best way to get others to develop accepted trade practices. A producer works for the "boss" who does the directions, planning and worrying, but an instructor is the "boss" who must do the directing, planning and worrying. While a worker thinks in terms of so many jobs to do, hours to work or units to produce, a teacher thinks in terms of pupil progress toward successful entrance into a trade.

Adapted from *Trade Analysis and Course Organization*, Bollinger and Weaver

or this?

Producer (Worker)

1. Uses tools, machines and materials to produce things.
2. Uses blueprints, specifications and operation sheets to direct his work.
3. Lays out the work to get the most economical production.
4. Studies and understands the properties of materials.
5. Knows the best way to perform trade practices.
6. Works for the "boss" who does the directions, planning and worrying.
7. Thinks in terms of so many jobs to do, hours to work or units to produce.

Instructor

1. Uses tools, machines and materials to teach others how to do things.
2. Uses a course of study, lesson plans and instruction sheets to guide his work.
3. Lays out the work according to learning difficulty to give the most economical instructions.
4. Studies and understands the nature of the human being (psychology).
5. Knows the best way to get others to develop accepted trade practices.
6. Is the "boss" who must do the directing, planning and worrying.
7. Thinks in terms of pupil progress toward successful entrance into the trade.

Using Lists

Lists can be used to make information easier to read and easier to remember.

Editing note: Make sure each item in a list is similar in construction (parallel).

Incorrect:

1. Using headings
2. Making lists
3. Manuscript form

Correct:
1. Using headings
2. Making lists
3. Using manuscript form

Headings

Headings not only make writing easier to read but also easier to write. If you outline your thoughts before you begin writing, you probably can use the major topics from your outline as your headings. Headings guide your reader and help your reader locate important information.

LEVELS OF HEADINGS

Headings can be used to identify the organization and relationships among parts of a report. Centering, capital letters, indention, underlining/italics, or bold type can be used for different headings.

Editing note: To check the arrangement of your headings, make an outline from the headings in the report. An out-of-order heading will be obvious.

Rules of Manuscript Form

The appearance of your report tells your reader something about you as a person before the reader begins to know you as a writer.

1. Leave at least a one-inch margin on each side and at the top and bottom of your pages.
2. Number each page after the first at the bottom or in the upper right-hand corner. A running title is helpful for long reports. (Example: Quarterly report, p. 2 or Quarterly report, 2)
3. Write or type on only one side of the paper.
4. Double-space long reports; brief letters may be single-spaced with an extra line between paragraphs.
5. Indent paragraphs five spaces.
6. Paragraphs usually should not exceed five or six sentences.
7. Proofread carefully; retype if necessary.

WRITING LETTERS

Key Terms

Letter: a short document, usually written to someone outside the company in a polite tone.

Heading: Company stationery serves as a heading. If the letter is not on company stationery, use your address for the heading.

Date: current date written with the month spelled out to avoid confusion.

Inside Address: contains the reader's name, title, organization, and address.

Salutation: consists of *Dear* followed by the reader's courtesy title (Mr., Mrs., Dr., etc.), last name, and colon. If you do not know whether the reader is male or female from the name, write *Dear Pat Smith:*, etc. If the reader's name is not known, use a title *(Dear Purchasing Director)*.

Body: usually contains three or more paragraphs. The first paragraph contains an introduction and refers to prior communication. The next paragraph(s) contains the message (good news + main points; main points + bad news). The final paragraph summarizes and makes promises or requests for future action.

Complimentary Close: *Sincerely, Very truly yours,* etc. Capitalize only the first word, and put a comma at the end. Skip four lines and type your name and title.

Reference Initials: used when someone else types your letter. Your initials are capitalized followed by a slash and the typist's initials in lower case.

Notation: *Enclosures* or copies (cc: Jim Jones) are noted last. *Attention:* lines are used in place of the salutation when you do not know the name of the reader. (Attention: Director, Purchasing Dept.) Subject lines are placed below attention lines (Subject: Price quotation for raw ore).

Kinds of Letters

Letters of Commendation have a personal tone; express appreciation for serving the company well, saving the company money, performing a heroic act, etc.

Letters of Recommendation (1) give reasons why an employee should be promoted or receive some other kind of honor or (2) give reasons why an idea should be implemented, a procedure changed, etc.

Letters of Acceptance, Refusal, or Adjustment give information about an action and reasons for that action.

Focusing on the Reader

Letters should be courteous, clear, and concise.

Instead of

You wrote the wrong person. I don't handle direct customer orders. Contact Bob Brown for price quotations.

Write

Thank you for your inquiry of January 5, 1992. Your letter has been forwarded to Bob Brown, Customer Sales Director. Mr. Brown will contact you with the information you requested.

Avoiding Letter Cliches

Cliches make letters sound stilted.

Cliche	Concise Phrase
attached please find	attached is
at your earliest convenience	soon
enclosed please find	enclosed is

permit me to say	*Say it.*
please be reminded	*Just say it.*
pursuant to our agreement	as we agreed
we are in receipt of	we have received
I wish to advise that	*Just say it.*
the writer believes that	I believe that

Letter Formats

Modified Block Format

The most popular format is the modified block format in which date, closing, and name are moved to the right and paragraphs are not indented.

Modified Block Format with Paragraph Indents

The first line of each paragraph is indented five spaces. Other elements are the same as the modified block format.

Full Block Format

All elements start at the left margin.

Practice

Write a letter commending an employee for a job well done, announcing a new program, or requesting information.

Sample Commendation Letter

(2-5 lines)

March 16, 1992

(2-5 lines)

John Smith
1234 Pleasant Street
Lone Star, Texas 75555
(2 lines)
Dear John,
(2 lines)

As we approach the date of your retirement, I would like to express to you the appreciation we at Lone Star Steel Company have often felt.

During your twenty-five years of service to the company, you have been loyal and dedicated to making the best possible product. Your committment has not gone unnoticed. Reports from your immediate supervisors and all job evaluations have been excellent. You have been cooperative with and helpful to co-workers.

We will miss you at Lone Star but wish for you a happy retirement--a reward for a job well done. Thank you for your many contributions to Lone Star Steel Company.

(2 lines)
Sincerely yours,

(4 lines)

Jim Jones
Plant Manager
(2 lines)

JJ/kc
cc: Paul Smith

WRITING MEMOS

Key Terms

Memo: A brief written document for communication within the company. Memos give specific, relevant information or request specific information.

Heading: Contains Date, To, From, Subject (Re:) headings.

Message: Clear, concise, relevant information.

Elements of a Memo

Heading

DATE:	March 17, 1992 or 17 March 1992
TO:	Jim Jones, Plant Manager (title included to clarify writing situation) (for several people, use alphabetical order or descending order of organizational rank)
FROM:	Bob Brown, Building Superintendent
SUBJECT:	Results of Torque Test (be specific)

Purpose Statement

A purpose statement helps the reader understand the reason for the memo and forces the writer to clarify the purpose. (Some memos include a separate heading for the purpose statement.)

Example:

Below are the results of the torque test conducted on February 21, 1992.

Summary Statement(s)

Summary statements condense the main points of the memo for quick review. They serve the same purpose as an executive summary in a proposal. (Some memos include a separate heading for the summary.)

Example:

The test results proved that our products meet in-house quality specifications and exceed government requirements.

Detailed Discussion

Include enough information for future readers to understand the memo. Use headings and lists to guide your reader to relevant information. (Some memos include a separate heading for information--i.e., Test Methods and Results)

Action Steps

Memos that request action or inform about action might include a list that makes clear the action, who will do the action, and when the action will be done.

Example:

To respond to the request from Acme Tool, I will do the following next week:

1. Request pricing information from Product Sales
2. Collect production and shipping information
3. Write a formal bid based on information from Product Sales and production and shipping information

Checklist for Memos

1. Make clear the intended reader.
2. State a specific subject.

3. State the purpose of the memo--why you are writing and what you want the reader to do or what results you expect.
4. Give specific details (facts, reasons, etc.).
5. If you include personal opinions, identify them as such.
6. List action steps if appropriate.
7. Summarize the main point.

Note: Longer reports are often written in memo format. Memos that are longer than one page have the following heading, usually flushed to the left margin: principal reader, date, and page number. (John Jones, 5 March 1992, pg. 2)

Practice

Write a memo announcing a meeting for your department. Include relevant information about time, place, and purpose of the meeting.

Sample Memo

DATE: March 16, 1992

TO: Shift Foremen

FROM: Plant Manager

SUBJECT: Staff Meeting

All Shift Foremen are asked to attend a meeting April 10, 1992, at 4:00 p.m. in the Lone Star Steel Company Training Center to discuss production plans for the third quarter. The agenda is as follows:

1. Call to order
2. Production predictions for the third quarter
3. Discussion of departmental needs
4. Production scheduling
5. Personnel scheduling

Please come prepared to discuss your shift's needs and capabilities.

Copies: John Jones, Executive Production Manager
Bob Smith, Executive Vice President

WRITING PROPOSALS

Key Terms

Proposal: a plan offered for consideration and approval

Audience: intended reader(s). In proposal writing, the focus is on the reader's needs and concerns.

Argument: reason or reasons to persuade readers to accept an idea or take action

Kinds of Proposals

Proposals for Changing Procedures
Proposals for Purchasing Equipment
Proposals for Implementing New Ideas

Parts of a Proposal

Heading

The heading of a proposal, like headings on memos and reports, contains the date, who the proposal is addressed to, who the proposal is from, and the subject of the proposal.

Example:

March 16, 1992
TO: John Smith, Supervisor
FROM: Bob Jones, Shift Foreman
SUBJECT: PROPOSAL TO CHANGE THE THIRD-SHIFT
PRODUCTION SCHEDULE

Summary

Proposals that are longer than a few pages begin with a summary. To write a summary, reduce your assessment of the problem in your introduction to two or three sentences. Then add a short paragraph containing the gist of your proposed solution. Finally, add a couple of sentences that give bottom-line information such as completion dates, proposed budget, and total savings.

Introduction/Problem

An introduction attracts the reader's interest and includes a clear definition and description of the problem. The problem may be an existing procedure, old equipment, or just the fact that a new idea hasn't been implemented. Your readers may not be aware that there is a problem until you tell them. (Subheadings such as *Need* and *Scope* are included in long proposals.)

Proposed Solution/Plan

After a clear description of the problem, a proposal contains a detailed plan that explains the solution, gives reasons for accepting the solution, and provides the steps and timetable for putting the plan into action in addition to budget information (unless a separate section is required). A proposal also includes **advantages** of the proposed plan and **disadvantages** of alternative plans. (This section may include subheadings such as **Method and Proposed Procedure.)**

Qualifications and Experience

Some proposals contain separate sections on the qualifications and experience of personnel to be involved in a project.

Budget

Complicated proposals require detailed budget breakdowns including **direct costs** (salaries, equipment, materials, supplies, etc.) and **indirect costs** (overhead--utilities, maintenance, secretarial expenses) expressed in percentages.

Appendixes

Appendixes include support or evidence such as testimonials, charts and graphs with evaluation material.

Informal Outline

An informal outline for a proposal might look like this:

- Describe the problem
  - Examples, facts that show the problem exists and is serious
    - Causes of the problem
  - Possible results of failing to solve the problem
- Describe the solution
  - Process of implementing
    - Steps in process
    - Timetable
    - Budget
  - Reasons the solution is best
    - Objections
    - Answer to objections
  - Disadvantages of alternative solutions
- Summarize
  - Restatement of proposed solution
  - Advantages of proposed solution
  - Request for action, permission, etc.

(For beginning summaries, see **Parts of a Proposal**.)

Note: Remember the *Who? What? Where? When? Why?* and *How?* questions when listing ideas.

Length

Lengths of proposals might vary from a few pages to hundreds of pages. The length depends on the amount of details necessary for the reader and the kinds of support necessary. A proposal might contain many sub-components under each problem and solution category. For instance, a proposal to the federal government for grant funding might involve pages of support for one detail or reason.

Steps for Writing Proposals

1. Analyze your audience
2. Define the problem
3. Propose a solution
4. Create convincing arguments
5. Decide on a format

ANALYZING YOUR AUDIENCE

Knowledge of your audience will help you decide what to include in your proposal, what kinds of arguments to use, and what form is best.

Questions for analyzing your audience

Defining the Problem

1. How much does my reader know about the problem?
2. How much detail does my reader need?
3. Does my reader have assumptions or biases that I need to address?
4. Do I need to include examples that show the seriousness of the problem?
5. Do I need to include facts to illustrate the problem?
6. How can I relate the problem to the reader's own concerns?
7. Do I need to speculate about the causes of the problem?
8. What are the indirect effects of the problem?

Proposing the Solution

1. Have other solutions been proposed to the reader?
2. Have other solutions been tried and proven unworkable?
3. How is my solution different from others?

USING VERBS

- **Verbs should agree with their subjects in number.**
- **Singular verbs in the present tense end in** *-s.*

They live.	He lives.
You live.	She lives.
	It lives.

Editing note: Check verb tenses. Avoid needless shifts in tense.

Example: The men worked hard to increase production. They are trying to set a new record.

Present tense		Past tense	Past Part. (helper)	Present Participle (uses helper)
Plural	Singular			
live	lives	lived	lived	living
honor	honors	honored	honored	honoring
obey	obeys	obeyed	obeyed	obeying

SUMMARIZING, PARAPHRASING, AND QUOTING

Key terms

Summary: A condensed report of main ideas.

Paraphrase: A rewording that preserves the meaning of something spoken or written.

Quotation: Repeated, using the same words as the original. Credit is given to the original source.

Ellipsis: Series of three periods used to indicate that words or sentences have been omitted.

Using Summaries, Paraphrases, and Quotations

Original passage from the source

Gravity and its pulling force on an object gives the object weight. The weight of an object is proportional to its mass, or the amount of matter in the object. The weight of an object will change as it travels further away from the earth's surface, but its mass will remain constant. (Technical, *Elements of Mechanics* 14)

The EPA was impressed by the air cleaning technology at Lone Star.

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____

When Passive Voice is Appropriate

Passive sentences are appropriate in certain circumstances:

1. When the actor, or doer of the action, is understood from the context.

Example: Employees are offered health insurance.

(The context makes it clear that the employer offers the health insurance to the employees.)

2. When it is appropriate for the actor to remain anonymous to avoid blame, embarrassment or danger.

Example: The supervisor was told about the employee's behavior.

3. When the actor is unknown.

Example: The supervisor was told about the problem last week.
(We don't know who told the supervisor about the problem.)

4. When the actor is unimportant.

Example: The contracts were delivered yesterday morning.
(We don't care who delivered the contracts.)

Editing Note: Take care not to mix active and passive clauses in the same sentences:

Awkward: American companies lost some markets to foreign competitors in the 1980s; new markets are being explored in the 1990s.

Better: American companies lost some markets to foreign competitors in the 1980s; consequently, the companies are exploring new markets in the 1990s.

Editing Note: When revising, look for passive sentences that might be more effective if written in active voice.

Clues: Look for forms of *be* (is, are, am, was, were, be, been), *by* phrases (by the supervisor), and past participles or past tense verbs (verbs ending in *-ed, -en,* or irregular forms such as *gone,* and *swept).*

Proposed solution

Purchasing a new lazer printer will allow the secretarial staff to produce quality documents on time. Recent technology has focused on producing machines that are dependable and that require little maintenance. Additionally, second-generation lazer printers offer superior type quality. For instance, the Ace printer, made by Acme Industries, includes a Resolution Enclosure feature that makes the 300-dot-per-inch printing very close to professional typeset quality.

Along with increased dependability and improved quality, the Ace printer costs less that our estimated costs of service on the LazerPrint for the current year. The $1,099 sales price does not include a service contract; however, the purchase of two Ace printers would ensure constant run time and allow us to take a malfunctioning printer to a repair shop to save the $75 minimum service call fee.

Although the Ace is only one of the leading lazer printers available, it is the least expensive and offers quality comparable to all but the top-end printers that cost more than $15,000. The second-generation LazerPrint sells for $3,500, but it is not superior in print quality or in monthly output capabilities. (See Appendix A for a comparative index.)

WRITING REPORTS

Key Term

Report: Written summary of knowledge or experience. The purpose of writing a report is to inform an audience about a particular topic. Reports are based on factual information.

Using The 5W-How Method

Who
What
Where
When
Why
How

To influence national politics, Japan has put on its permanent payroll many leaders from both political parties and many of the top political advisers to the President, members of Congress, governors, and mayors. Japanese corporations now help finance both the Republican and Democratic parties, and Japanese business interests make large political action committee (PAC) donations to congressional candidates. Japanee companies regularly indoctrinate the U.S. employees on how to vote in elections and encourage them to lobby Congress for positions that favor Japanese interests.

Pat Choate, *Agents of Influence,* Touchstone, 1990.

Who did it?

____

What happened?

____

____

Where did it happen?

____

____

When did it happen?

____

____

Why did it happen?

____

____

How did it happen?

____

____

ORGANIZATION

Logical organization depends on the importance placed on each element. If the focus of the narrative is on the event itself, the narrative might begin with *what happened*.

The organization is directly related to the *purpose* of the report.

Possible purposes

To inform: The report may be a straight story of events with no evaluation of judgment. In this case, HOW and WHY may not be important. The emphasis is on WHAT HAPPENED.

To persuade: A report may include recommendations about:
how to prevent the incident from happening again--may focus on WHY
how to replicate the incident (A report on a new production record set by a particular department might include a focus on HOW.)

* In this case, the focus is on the process itself.
* Description and Classification might be used.
* Comparison and contrast might be used to illustrate the effectiveness of one method over another.

Practice

Write a topic sentence for the paragraph above, focusing on the incidents above.

Write a topic sentence for the paragraph above, focusing on the doer of the action.

Write a topic sentence for a persuasive paragraph, using the information in the paragraph above.

Directives, Memos, Notices

Who
What
Where
When
Why
How

Notices of changes in policy, directives, and memos often require the same kind of information as required in a report. In today's workplace, WHY is becoming increasingly important. The old style of management was authoritative--basically, Do It. Notices consisted of WHO, WHAT, WHEN and WHERE.

Example:

NOTICE
Beginning October 1, 1990, all employees in the electric metals department must wear safety glasses at all times.

Note that the WHY is omitted; the notice includes only WHO, WHAT, WHERE, and WHEN.

A memo with the WHY included:

NOTICE
Because of the extremely high percentage of cataracts among employees in the electric metals department, beginning October 1, 1990, all employees in that department must wear safety glasses at all times. The glasses protect the eyes from the ultraviolet light emitted from the flame. Research has shown that wearing the safety glasses will reduce the chance of cataracts by 75%. New OSHA guidelines state that stiff penalties will be placed on companies that do not enforce this safety precaution.

WHY is important for two reasons:

1. Understanding the reason helps in the learning process.
   Learning a new procedure requires changing a method of operation, learning a new habit--memory work. In order to break an

old habit and learn a new one, it must be important to the individual. If you are trying to teach a child a new skill, the basic methods are REWARD and PUNISHMENT. If he remembers to do it right, he gets an attaboy; if he doesn't he gets a spanking, or some kind of disapproval. If he knows why—if he knows he may be hurt if he doesn't look carefully before crossing the street, he will be more likely to remember. He may not really believe in the possibility that a car will hit him—he's never been hit before—but certain factors convince him that it is important to remember to look before crossing.

2. The workplace of the future involves more active participation in planning and implementation.

ELEMENTS OF A FORMAL REPORT

Letter of Transmittal

A letter of transmittal introduces the reader to the purpose and content of the report. It contains

1. the title of the report;

2. a statement about why the report was done or who asked for it;

3. a summary of the methods used, the main results or conclusions, and recommendations;

4. acknowledgement of assistants;

5. and an offer of further assistance.

Title Page

The title page contains

1. the title of the report,

2. name of the reader

(Submitted to: Mr. Bob Brown, President)

3. name of the writer

(Submitted by: Jim Jones, Superintendent)

Abstract

An abstract is a brief technical summary that includes information about how the project was implemented and conducted and the results of the project.

Table of Contents

A table of contents helps the reader find information quickly.

Executive Summary

Long reports contain nontechnical information. Technical jargon is avoided but necessary background information is provided as are the results of the project.

Body

The body of a formal report is broken up with different levels of headings to make information easy to find. The headings are indexed in the Table of Contents. Tables and graphs are numbered and referred to by those numbers in the text.

References

References are included in the form of a Works Cited or Bibliography if the reference sources are not documented internally.

Appendix

The appendix is attached to the end of the report and contains reference information that is too long or bulky to insert in the body of the report. Appendix attachments are labeled with letters (Appendix A) and cross-referenced in the body of the report.

NUTS AND BOLTS:

Everything You Always Wanted to Know About

Commas

Apostrophes

Quotation Marks

Dashes

Semicolons

Colons

Spelling Rules

Capitalization

But Were Afraid to Ask

CAPITALIZATION

- **Capitalize the first word in a sentence.**

  All sentences begin with capital letters and end with either a period, question mark, or exclamation point. A sentence may contain more than one complete thought.

- **Capitalize the pronoun I, words referring to God, names of people,**

  Examples: Bruce, Barbara, and Marc

- **titles when they replace a person's name,**

  Examples: When we left for the game, Coach told us to try hard.

- **or come before a person's name.**

  Examples: Mr. Sut, Miss Tue

- **Capitalize the names of towns, counties, states, and sections of the country.**

  Examples: Lone Star, Morris County, Texas, the South

- **Capitalize names of business firms, government agencies, organizations, and institutions.**

  Examples: Lone Star Steel Company, Texas Department of Public Safety, Red Cross, Northeast Texas Community College

- **Capitalize names of historical and special periods and events and calendar dates.**

  Examples: the Bronze Age, World War II, New Year's Day, Big Bass Tournament, Friday, April, Labor Day

- **Capitalize names of races, religions, nationalities, languages, product names, ships, planets, awards, school courses.**

  Examples: Indian, Protestant, American, English, Reeboks, U.S. Iowa, Pluto, Most Valuable Player, Biology I

- **Capitalize the first, last, and important words in titles.**

  Examples: *Awakenings*, "Charge of the Light Brigade"

PUNCTUATION

End Marks

- **Put periods at the end of statements and after initials and abbreviations**

  Example: This is easy., U. S. troops, Second St.

- **Put question marks after questions.**

  Example: Are you with me?

- **Put exclamation points after (that's right) exclamations.**

  Example: This is real easy!
  Caution: Avoid these in business writing; don't overuse them in any kind of writing.

Commas

- **Use a comma to separate items in a series and dates, between cities and states, between a name and a title, and between an interjection and sentence.**

  Examples: We had ham, eggs, toast, and orange juice for breakfast.
  Today's date is March 16, 1992.
  We wanted to go to St. Louis, Missouri, but we took a wrong turn and ended up in Memphis, Tennessee.
  Because it is an important meeting, John Smith, Jr. will attend.
  Oops, I fell down.

- **Use a comma to set off clauses and phrases that do not affect the meaning of the basic sentence.**

  Examples: John Doe, who is a very good employee, was there. *(Who is a very good employee* is the clause.)
  All employees who want to go will ride the bus. *(Who want to go* is the clause; it is necessary.)

- **Use a comma to set off an introduction to a direct quotation.**

  Example: Kennedy said, "Ask not what your country can do for you but what you can do for your country."

- **Use a comma to separate an introductory clause or a long introductory phrase from the basic sentence.**

If the winter is mild, working conditions will be good.

- **Use a comma to separate two independent clauses.**

  Examples: We had a good week, and the men were proud. (*We had a good week* and *the men were proud* are both complete thoughts.)

Ways to Join Complete Thoughts

- **Join them with a comma and a coordinating conjunction** *(and, or, but)* **as in the example above.**
- **Join them with a semicolon:** *We had a good week; the men were proud.*
- **Separate them (with a period and a capital letter) into two sentences:** *We had a good week. The men were proud.*

Editing Note: The option you choose depends on the relationship of the thoughts to each other. If the thoughts are not closely related, separate them.

Example: *We had a good week. The clock on the wall was ticking.* These two sentences are not closely related enough to join with a comma and conjunction or with a semicolon.

Another note: Now you know the basic rules for using commas. If you memorize the rules and stick with them, you can avoid comma splices.

Semicolons

- **Use a semicolon to join two complete thoughts (above).**
- **Use a semicolon to separate items in a series when the items contain commas.**

  Example: We decided to meet on November 30, 1990; December 12, 1992; or January 3, 1993.

Colons

- **Use a colon to show an "as follows" relationship.**

  Example: The following items were included in his package: pen, paper, textbook, and bookmark.

- **Use a colon to separate hours from minutes when writing the time.**

Example: We left at 1:15 p.m.

Hyphens

- **Use hyphens to divide a word at the end of a line.**

  Caution: Do not divide one-syllable words *(straight, through)* or words that have only one letter before or after the break *(a-corn, string-y)*

- **Use a hyphen after a prefix that is attached to a capitalized word.**

  Examples: pro-Democrat, un-American, post-Civil War

- **Use a hyphen for some phrasal verbs (verb/preposition combinations such as** *check in, get away, break down* **when they are used in the noun position**

  Examples: *run in* (verb), *run-in* (noun); *round up* (verb), *round-up* or *roundup* (noun)

- **or when they are used as modifiers before nouns** *(broken-down* **fence,** *run-down* **area)**

- **but** *not* **after nouns (The fence was** *broken down).*

- **Use a hyphen when writing out fractions and compound numbers.**

  Examples: one-half, fifty-nine thousand

- **Use a hyphen for coined compounds.**

  Example: the no-pass, no-play rule

- **Use a hyphen with** *all-, ex-, self-,* **and** *-elect* **(all-star, ex-wife, self-esteem, president-elect).**

- **Use a hyphen to avoid confusion (re-cover, recover; heavy truck driver; heavy-truck driver).**

Dashes

- **Use a dash to show an abrupt break in thought.**

  Example: Our dog--he's a German Shepherd--was chased by a cat.

Underlining

- **Underline the titles of books, magazines, newspapers, movies, plays, and ships.**

100

Example: He read the *Dallas Morning News* every morning.

Note: Underlining denotes italics. Printed works use italic type for titles, etc.

Quotation Marks

- **Use quotation marks around the titles of poems, songs, chapters in books, and articles in magazines, etc.**

  Example: Paul Simon wrote "Bridge over Troubled Water."

- **Use quotation marks around directly quotated material.**

  Example: General Patton said, "When the going gets tough, the tough get going."

Placement of Quotation Marks

- **Periods and commas always go inside quotation marks.**

  Example: "He can stay," Ken said, "if he wants to."

- **Colons and semicolons always go outside quotation marks.**

  Example: One song from World War I is "Over There!"; it was written by George M. Cohen.

- **Depending on the sentence, question marks and exclamation points may go either inside or outside the quotation marks. If the entire sentence is a question or exclamation, the quotation mark is inside.**

  Example: "Should I leave now," Jerry asked, "or wait a few minutes"?

- **If only a part is a question or exclamation, the quotation mark goes outside.**

  Example: He asked, "Why?"

  Memory tip: Commas and periods, inside the Qs; colons and semicolons, outside the Qs; question marks and exclamation points--it depends.

Apostrophes

- **Use an apostrophe to replace letter(s) in a contraction. (does not; doesn't)**

- **Use an apostrophe to show possession, or ownership. For singular words, add an apostrophe and *-s;* for plurals ending in *-s,* add only an apostrophe.**

  Examples: Craig's shoes, the boys' gym.

  Caution: A common error is to put an apostrophe in *its* when used as a possessive pronoun. (The lathe was on *its* last leg). An apostrophe is used in *its* only when the word is a contraction for *it is* (it's).

Spelling Rules

- ***i* before *e* except after *c* when the sound is long *e*.**

  Examples: relieve, receive (Exceptions: either, neither, seize, leisure)

- **When the sound is not long *e, write ei.***

  Examples: neighbor, weigh, veil, beige, foreign

- **For words ending in *y* with a consonant before it, change *y* to *i* before a suffix that doesn't start with *i*.**

  Examples: *worry, worrisome, worried,* but *worrying*

- **Add an *s* to form the plural of most nouns.**

  Examples: houses, dimes, computers

- **If the word ends in *s, z, ch, sh,* or *x,* add *es*.**

  Examples: churches, glasses, waltzes, dishes

- **If the word ends in *y* with a consonant before it, change *y* to *i* and add *es*.**

  Examples: fly = flies; story = stories; baby = babies

- **For some words ending in *f,* change *f* to *v* and add *es*.**

  Examples: wife = wives, calf = calves, leaf = leaves

Commonly Confused Words

affect to influence
effect a result

all ready (We are *all ready.)*
already *(already* finished)

alter change
altar platform

break to crack; period of rest
brake device for stopping

sight view; to look at something
cite to refer to
site location

sent (past tense of *send)*
scent smell
cent coin

coarse rough
course direction

complement something that completes something else
compliment praise; to give praise

fare cost of trip; food served
fair exhibition; light-hued; beautiful

foreword introduction to a book
forward near or toward the front

formally (in a formal way)
formerly earlier; before

forth forward
fourth number four in a sequence

hear to listen to
here in this place

its (shows ownership--*its* leg)
it's (contraction for *it is)*

lead a metal (rhymes with *head)*
lead to be first (rhymes with *need)*
led (past tense of *lead)*

loose not tight
lose not win

may be (It *may be* true.)

maybe *(Maybe* he will come.)

pair set of two
pare to trim
pear fruit

piece small amount
peace absence of war

plane to make smooth
plane aircraft
plain ordinary; simple; large field

principle controlling belief or idea
principal primary; school official

write create with words
right correct; a direction
rite ritual

road passageway for vehicles
rode (past tense of *ride)*
rowed (past tense of *row)*

stationary not moving
stationery writing materials

then at a time; next
than (for comparison)

there (shows place or relationship)
they're (contraction for *they are)*
their (shows ownership)

to toward
too also; excessively
two number

week seven days
weak not strong

were (shows state of being)
where (shows place)

whether if
weather atmospheric conditions

whose (shows possession)
who's (contraction of *who is)*

you're (contraction for *you are)*
your (shows ownership)

BEST COPY AVAILABLE

Commonly Misspelled Words

absorption
accelerate
accessible
accommodate
acetylene
achieve
acknowledgment
acquaint
acquire
actual
additives
aerate
aggravate
aisle
a lot
all right
altogether
amateur
ambivalent
analysis
analyze
annual
anonymous
answer
apparatus
appear
appreciable
appropriate
architectural
arguing
around
arrangement
ascend
assert
assistant
athlete
attach
author
auxiliary
benefit
benefited
brilliant
buried
business
cafeteria
calendar
carburetor
careful
carrying
category
ceiling
certain
changeable
characteristic
chisel
choose (present)
chose (past)
climbed
column
commit
committed
committee
comparatively
compression
conceivable
conceive
concentration
confident
conquer
conscience
conscientious
conscious
consistent
consumable
continual
continuity
continuous
controlled
convenience
copies
corroborate
courteous
criticism
criticize
crowd
cylinder
dealt
dependent
desirable
desperate
develop
development
diesel
difference
different
dilemma
disappear
disappoint
disapprove
disastrous
discipline
discussed
dissatisfied
dissection
distinction
dynamic
dynamometer
efficiency
electricity
electrode
electronics
eligible
eliminate
embarrass

embarrassment
emphasize
engines
environment
equilibrium
equipment
equipped
especially
essential
exaggerate
exceed
excellent
except
exercise
exhilaration
existence
expense
experience
experiment
explanation
extremely
fascinate
fascinating
February
financial
flourish
forcibly
foreign
foresee
forty
frequency
frictional
fundamental
further
fusion
gauge
government
grateful
grievous
guarantee
guard
guidance
height
hydraulic
identify
impedance
imitation
immediately
incidentally
increase
incredible
indelible
independence
indispensable
inevitable
influential
initiate
inoculate
insistent
intelligence
interfere
interrupt
invitation
irrelevant
irresistible
irritable
judgment
kinetic
knowledge
laboratory
leisure
length
library
license
lightning
likable
likelihood
likely
lubricant
lubrication
lying
maintenance
manageable
management
maneuver
mathematics
meant
miniature
mischievous
misdemeanor
morale
mortgage
mysterious
naturally
necessarily
ninety
ninth
noticeable
obstacle
occurred
occurrence
ohmmeter
omission
omitted
operate
opportunity
optimistic
origin
oscillate
oscilloscope
oxidizing
oxyacetylene
parallel
parallax
particularly
partner
peculiar
perceive
perform
perhaps
permanent
perseverance
persistent
persuade
pertain
pneumatic
polarity
possess

possession
practicable
precede
preceding
preference
preferred
prejudice
presence
prevalent
privilege
procedure
proceed
prominent
pronunciation
propeller
prove
psychology
publicly
pulley
purification
pursue
realize
really
receipt
receive
reclamation
recognize
recommend
rectifier
referred
relevant
relieve
religious
repetition
resemblance
resistance
rhythm
ridiculous
safety
salary
scene
schedule
seize
separate
sequence
shoulder
signal
similar
specifications
specimen
statement
stopped
straight
strategy
strength
studying
succeed
suddenness
superintendent
suppress
surprise
symmetrical
synthetic
technique
temperament
temperature
tendency
tension
thermocouple
therefore
thorough
thought
through
together
torque
toward
transferred
tries
truly
Tuesday
twelfth
undoubtedly
unnecessary
until
usually
vacuum
vertical
voltage
Wednesday
weird
wholly
writing
written

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APPENDIX C

Self-evaluation of attitudes and competencies survey

Lone Star Steel Company Applied Writing Class

Number ____________________

SURVEY 2

Circle the response that best describes your attitude.

1. I enjoy writing.

   strongly agree   agree   disagree   strongly disagree

2. The worst part of writing is getting started.

   strongly agree   agree   disagree   strongly disagree

3. I sometimes have trouble saying what I want to say.

   strongly agree   agree   disagree   strongly disagree

4. When I write, I am unsure about how to use punctuation.

   strongly agree   agree   disagree   strongly disagree

5. When I write, I worry about using correct grammar.

   strongly agree   agree   disagree   strongly disagree

6. I have forgotten much of what I learned about writing in high school.

   strongly agree   agree   disagree   strongly disagree

7. If I wanted to write a letter to the editor of the local newspaper, I would feel comfortable about my writing.

   strongly agree   agree   disagree   strongly disagree

8. I might be able to help my children or grandchildren with their writing.

   strongly agree   agree   disagree   strongly disagree

Part II

On the attached sheet of paper, write a brief letter to your congressman. Choose one of the following topics:

1. You want to thank him for doing a good job.
2. You want to complain about what your tax money is being spent on.
3. You want to express your opinion on
   (a) the economy   (b) foreign trade   (c) other

APPENDIX D

Quality Assurance Certification Tests/Job Lists

Pilgrim's Pride Industries

BMR 2

9. The production supervisor or lead is notified if

a. several tubs are held b. one tub is held

10. If the tub is accepted, it is then moved to

a. the cooler or line b. rendering or reworking

QA Portioner/Scaler

Circle the correct letter or fill in the blank with a word to complete the sentence

1. How many tubs are checked when quality is acceptable?

a. every tub b. every other tub c. every third tub

2. After a reject, every tub is checked until

a. ten tubs have been checked
b. two tubs in a row meet standards
c. three tubs in a row meet standards

3. Before pieces are selected for inspection, how many times is the meat turned over from top to bottom?

a. one time b. two times c. three times

4. How many pieces are taken from each tub for QA checks?

a. 5 b. 10 c. 20

5. Breast size is checked with a ________________.

6. Circle the appropriate action:

1 piece is outside the template
a. accept b. reject

2 pieces are outside the template
a. accept b. reject

7. What size piece of bone would not cause the whole tub to be rejected.

a. b. c.

8. A piece of bone is considered what kind of defect?

a. critical b. major c. minor

9. How many critical defects cause rejection of the the whole tub?

a. one b. two c. three

10. The scale used to weigh the breast gives weight in

a. ounces b. grams

11. Irregularities in weight and sizing are what kinds of defects?

a. critical b. major c. minor

12. Circle the appropriate action:

1 piece is over or under less than 2 grams out of range
a. accept b. reject

1 piece is more than 2 grams out of range
a. accept b. reject

13. What size blood spot would you count as a defect?

a. b. c.

14. What size bruise would you count as a defect?

a. b. c.

15. What size piece of skin would you count as a defect?

a. b. c.

16. Which of the following cuts would not count as a defect?

a. b. c.

17. Which of the following would not count as a defect?

a. fat that is loose
b. fat that is attached to the breast
c. fat that is hanging from the breast

18. How many minor defects cause rejection of the tub?

a. one b. two c. three

19. Presence of foreign material such as metal, glass, or hard plastic is what kind of defect?

a. critical b. major c. minor

20. If you detect a strange odor, the tub is

a. accepted b. rejected

21. If you detect chemical contaminants, the tub is

a. accepted b. rejected

QA Portioner/Scaler

Forms

Bone Content Form
Attribute Sheet & Weight Sheet

Detailed Work Steps:

1. Stir tub twice by turning meat over by hand from top to bottom.
2. Look for visual defects/bone while stirring. Remove defective pieces.
3. Remove 20 fillets from tub (includes defects found while stirring).
4. Check for weight and size using scale and template.
5. List piece weights on weight chart. Identify template nonconformance.
6. Conduct bone check after piece weight and template noncomformance. Check each piece for bone. Lay aside any pieces with bone.
7. List number of bones found on bone content form.
8. Check for general attributes which are bruising, blood spots, presence of skin, loose or hanging fat, mis-cuts and tears. List on Attribute Inspection sheet.
9. Refer to table on standards for accept/reject criteria.
10. Retain defective parts for review with production and QA supervisor.
11. If rejected, attach QA REJECT tag on tub.
12. Notify lead. Point out defects found or position defects to they are easily seen.
13. Lead returns tub for rework to portioner.
14. Ensure tub returned to line for rework.
15. Notify both production and QA supervisor if trend develops.
16. Retest reworked product.
17. If tub passes, place QA ACCEPT sticker on tub.

QA MDM/Deli Technician

Circle the correct letter or fill in the blank with a word to complete the sentence.

1. How often is finished MDM checked?

a. every combo **b.** every other combo **c.** every third combo

2. How many ounces of combo finished material are checked?

a. 1-2 ounces **b.** 3-5 ounces **c.** 6-8 ounces

3. The finished product sample is first

a. taken to the QA lab **b.** placed in a plastic bag

4. After the sample is taken to the lab, it is analyzed for

a. fat content **b.** coloring **c.** germ contamination

5. A Frame Component Check is done every

a. 10 minutes **b.** 30 minutes **c.** 60 minutes

6. If the combo fails the check, it is then

a. retested for verification **b.** reject all combos

7. Frames are checked for lungs, kidneys, sex glands, and

a. blood **b.** extra livers **c.** excessive skin

8. Rejected combos are tagged and

a. sent to rendering or reworked **b.** graded up to Chicken Meat

9. To be accepted, temperature must be

a. less than 40 degrees b. less than 50 degrees

10. If temperature is more than 40 degrees and less than 45, the batches are

a. accepted b. placed on hold in cooling

11. If temperature is more than 45 degrees, the batch is

a. accepted b. rejected

12. If lungs less than a full template is found, the batch is

a. accepted b. downgraded c. rejected

13. If kidneys less than a full template is found, the batch is

a. accepted b. downgraded c. rejected

14. If kidneys more than a full template is found, the batch is

a. accepted b. downgraded c. rejected

15. Presence of skin is accepted if it is less than

a. 1 square inch b. 4 square inches

16. The sample size for a Component Check is

a. 10 frames b. 5 frames c. 20 frames

17. The sample size for Boxed Finished MDM Weight testing is

a. 10 boxes b. 5 boxes c. 20 boxes

QA MDM/Deli Technician

Forms

Daily Deli Blender Form PP#47185
Component Check PP #47305
Raw Deli Form PP #47268
Finished Product Inspection PP #47104

Detailed Work Steps:

1. Select 10 Frames from the debone frame delivery system belt.
2. Check frames for # of lungs, kidneys, sex glands, and excess skin.
3. Place defects to the side.
4. Total defects by type and list on the Component Check Form. Note test time on form.
5. Compare to standards.
6. If acceptable, no action is necessary.
7. If rejected, notify MDM Supervisor/Lead that the current frames are condemned or must be downgraded to "Chicken."
8. Ensure production diverts next 2000 lbs. or rejected frames to rendering or the next batch of MDM is downgraded from "Chicken Meat" to "Chicken."
9. Take 3 to 5 oz. sample of finished product for fat analysis.
10. Place sample in plastic bag and take to the QA lab for testing.
11. Pick up test results from previous tests.
12. If sample fails, retest combo for verification.
13. Retest failure results in combo rejection.
14. Notify production the combo has been rejected and should be reworked.
15. Verify combo is reworked by visual observation.
16. Observe finished combo as it is being scaled.
17. Check finished product temperature. If temperature is 40 degrees or less, the product is accepted. If the temperature ranges above 40 but less than 45 degrees, place product on temporary hold in the cooler and allow product to cool. If the temperature is above 45 degrees, the product must be rejected and sent to rendering.
18. Notify production supervisor of the rejection. Ensure product is removed to rendering.

19. List scale information on Raw Deli Form. (Combo weight, temperature, combo tare).
20. If finished product is packed in boxes, conduct new weight test on five boxes per every 30 minutes.
21. If product passes the above tests, place a QA ACCEPTED tag on the combo.
22. Check each batch in blender for correct ingredients based on product specifications.
23. List ingredients on Daily Deli Blender Form.
24. If accepted, no action required. If incorrect, condemn batch and send to rendering.

QA BMR Bone Checker

Circle the correct letter or fill in the blank with a word to complete the sentence.

1. How often is BMR quality checked?

a. every tub b. every other tub c. every third tub

2. How many times is the meat stirred with a rotation motion?

a. 2 times b. 3 times c. 4 times

3. How many pounds of meat are checked from the tubs?

a. 1 pound b. 5 pounds c. 10 pounds

4. The tub is held if 1 bone of what size is found?

a. b. c.

5. The tub is rejected if 2 bones of what size is found?

a. less than 1/8 inch b. less than 1/16 inch

6. The tub is rejected if what size skin is found?

a. less than 1/2 inch b. more than 1/2 inch

7. If a tub is held, the QA HOLD tage is

a. attached to the tub b. attached to the plastic liner

8. If a tub is held, it is then

a. sent to rendering b. reworked

9. The production supervisor or lead is notified if

a. several tubs are held **b.** one tub is held

10. If the tub is accepted, it is then moved to

a. the cooler or line **b.** rendering or reworking

QA BMR Bone Checker

Forms

Bone Content "Boneless Meats" form PP #47262

Detailed Work Steps:

1. Stir meat 4 times with a rotating motion from top to bottom.
2. Look for defects during stirring process.
3. Remove defects found.
4. Pull all meat to one end of tub.
5. Thoroughly inspect a 10 lb. (estimate) sample for bones and excess skin.
6. Remove defective BMR meat and place to the side.
7. Count defects by type.
8. List defects on bone content form and identify cutter by line and position.
9. If accepted, place a QA ACCEPTED tag on tub liner.
10. Notify floor stacker that the tub may be moved to the appropriate pallet.
11. If rejected, attach a QA REJECTED sticker to the tub liner. Fold over one corner of the plastic liner and place defect samples on the folded portion.
12. Notify line supervisor and/or lead of the rejection. Review defects found with them.
13. Lead or supervisor should return project to the line for rework.

QA Nugget/Tender Technician

Circle the correct letter(s) or fill in the blank with the appropriate word or mark.

1. How many tubs per pallet are pulled for sampling?

a. one tub   b. two tubs   c. three tubs

2. A five lb. sample is pulled from

a. each tub   b. all the tubs

3. How many pieces are counted from the 5 lb. sample?

a. 10 pieces   b. 20 pieces   c. 50 pieces

4. Cases are pulled from the top, middle and bottom of the __________.

5. Which of the following blood spots count as defects?

a.   b.   c.

6. Which of the following bruises count as defects?

a.   b.   c.

7. Which of the following bone pieces count as defects?

a.   b.   c.

8. Hammerheads are counted as ______________________.

9. Check the attributes that result in rejection.

_____a. 1 bruise of more than 1/4 inch
_____b. 2 pieces of skin of more than 1/2 inch
_____c. 1 piece of fat
_____d. 3 torn pieces
_____e. 4 blood spots of more than 1/4 inch
_____f. 1 piece of bone of 1/4 inch

10. Weights are recorded for

a. each piece **b.** the tub

11. The number of pieces is recorded for

a. 1 lb. **b.** 8 ounces **c.** 5 lbs.

12. If the sample is rejected, it is

a. reworked **b.** placed on the pallet **c.** put in the cooler

QA Nugget/Tender Technician

Forms

ConAgra Cut Tenderloins Piece Weights PP #47290
ConAgra Tenderloin Individual Weight Form PP #47269

Detailed Work Steps:

1. Stir through tub twice to turn over meat.
2. Remove approximately 2 lbs. as a sample.
3. Randomly select 50 pieces from the 2 lb. sample for testing.
4. Determine Individual piece weights.
5. Check for defects during weight testing.
6. List weights and defects on proper form.
7. If product is within spec, place acceptance tag on plastic tub liner and continue normal procedures.
8. If rejected, place HOLD tag on plastic liner and return to original cutter for rework. Inform QA/Production supervisor if a trend develops.

QA Technician: Blending/Marination

Circle the correct letter(s) or fill in the blank with the appropriate word or mark.

1. Meat temperature is checked

a. before and after the blending process
b. before and during the blending process

2. Notify production if the meat

_____a. is within the date code
_____b. has an off odor
_____c. has an incorrect temperature

3. If defects are found, and appropriate action is not taken, notify

a. production   b. QA supervisor   c. the blender

4. How often is a sample pulled?

a. each batch   b. every other batch   c. every third batch

5. Number of pieces are counted per

a. 5 lbs.   b. 10 lbs.   c. 20 lbs.

6. Blender start and end times are recorded in addition to

a. total blend time   b. excess blend time

7. Maximum percentage pickup is recorded and compared to

a. the last % pickup   b. spec. % pickup

QA Technician: Blending/Marination

Forms

Product Specification Form
Main Line Blending Form PP #47025
Marination Form PP #47078
KFC Marination Form PP #47266

Detailed Work Steps:

1. Ensure meat has a QA ACCEPT tag.
2. Check the meat's temperature when it is brought to the grinding area.
3. Observe appearance and check for odor.
4. Ensure the age of the meat is within acceptable range.
5. Notify production if there is a problem.
6. Monitor batch preparation and mixing.
7. Record the weight of all the ingredients on the Main Line Blending Form.
8. Record blender start and end times and total blend time.
9. Record the temperature after blending.
10. Monitor batch preparation and mixing.
11. Record the weight of all ingredients on the Marination Form.
12. Record meat temperature In.
13. Record meat date code, mix time, full vacuum, max. % pickup, spec. % pickup, meat temperature Out, meat source and pieces per 10 lbs.

QA Bone Checker/Thigh Debone

Circle the correct letter(s) or fill in the blank with the appropriate word or mark.

1. How often are thighs checked?

a. every tub b. every other tub c. every third tub

2. How large is the sample drawn from a tub of thighs?

a. 1 pound b. 5 pounds c. 10 pounds

3. Which of the following bruises result in rejection?

a. b. c.

4. Which of the following pieces of skin result in rejection?

a. b. c.

5. Which of the following pieces of bone result in rejection?

a. b. c.

6. How many bruises result in rejection?

a. two b. three c. four

7. How many pieces of bone result in rejection?

a. one b. two c. three

8. How many pieces of skin greater than 1/2 inch result in rejection?

a. one b. two c. three

9. How many pieces of soft cartilage larger than 1/4" result in rejection?

a. one b. two c. three

10. Check the actions taken if the tub is rejected.

_____a. attach a QA Reject tag to the tub
_____b. send the tub to the cooler
_____c. notify the Production Supervisor and/or Lead
_____d. ensure production reworks the tub
_____e. retest tub after rework is complete
_____f. weigh each piece

QA Bone Checker/Thigh Debone

Forms

Bone Content "Boneless Meats" Form PP #47262

Detailed Work Steps:

1. Stir tub; check for general defects while stirring.
2. Remove 10 pounds from tub and place in QA plastic container.
3. Thoroughly check the sample for the following defects:

Deep bruises larger than a dime
Excess skin greater than 1/2 inch
Bone larger than 1/8 inch

4. Lay meat with defects to the side as check continues.
5. Total the number of defects found.
6. Determine if number of defects is great enough to reject.
7. If not rejected, attach QA ACCEPT tag to tub. Go to set 12.
8. If rejected, attach QA REJECT tag to tub.
9. Notify production supervisor and/or lead person.
10. Ensure tub is reworked by a rework trimmer or by reprocessing the entire tub on the line.
11. Retest tub after production has completed rework.
12. Ask stacker to remove tub and place on production pallet.

QA Fryline Technician: Lines 1, 2, 3 and 3A

Circle the correct letter(s) or fill in the blank with the appropriate word or mark.

1. QA tests of raw, predusted, battered, and breaded weights are conducted

a. every hour **b.** every 15 min. **c.** every 30 min.

2. Check the items that are done in preparation for the QA test.

_____a. record the lot number on control sheet
_____b. record the time of the test
_____c. record the box code number
_____d. record the meat temp.
_____e. record the room temperature
_____f. record the batter temp.
_____g. check the batter viscosity

3. For the raw weight test, the amount sampled is determined by

a. the total number in the batch **b.** the product specification form

4. Fill in the appropriate number used to determine the % predust pickup.

KFC, Ponderosa

$$\% \text{ Predust Pickup} = \frac{\text{Predusted Weight-Raw Weight X ---}}{\text{Total Breaded Weight}}$$

Wendy's Tenders, Formed Product

$$\% \text{ Predust Pickup} = \frac{\text{Predusted Weight-Raw Weight X ---}}{\text{Predusted Weight}}$$

5. To find out which cup to use to test batter viscosity, look at the ________________.

6. To determine the percentage of batter pickup, subtract the predusted weight from the ____________ weight, multiply the remainder by 100, and divide by the total breaded weight.

7. If a failure is found on a pickup test, retesting should be done

a. within 30 minutes b. within 5 minutes

8. How many pieces are tested for the fryline speed test and total % breading test?

a. 5 pieces b. 10 pieces c. 20 pieces

9. A ___________ is used to time the sample as it passes through the fryer.

10. To test the temperature of the meat, the thermometer is inserted from the _________ end to the ________ end at the thickest part of the meat.

11. The minimum temperature on white meat should be

a. 120 degrees b. 160 degrees c. 180 degrees

12. The minimum temperature on dark meat should be

a. 120 degrees b. 160 degrees c. 180 degrees

QA Fryline Technician: Lines 1, 2, 3 and 3A

Forms

Product Specification Sheet
Standard Process Control Sheet Form PP #47103
Wendy's Process Control Sheet Form PP #47103
KFC Hot 'n Spicy Drummettes Breading and Blanching Log Form PP #47226

Detailed Work Steps:

Prepare for QA test

1. Record the lot number on control sheet.
2. Record the time of the test on the control sheet.
3. Take the meat temp. and record on control sheet.
4. Record the batter temp. and record on the control sheet.
5. Check the batter viscosity.

Raw Weight test

1. Select product to be tested from the production line.
2. Record the raw weight of the pieces selected.
3. Check to ensure the weight is within spec.

Predust Pickup Test

1. Run the sample pieces through the predust operation.
2. Record the weight of sample.
3. Check to ensure the weight is within spec. (preduct pickup is within spec.

Determine the % predust pickup as follows:

KFC, Ponderosa

$$\% \text{ Predust Pickup} = \frac{\text{Predusted Weight-Raw Weight X 100}}{\text{Total Breaded Weight}}$$

Wendy's Tenders, Formed Product

$$\% \text{ Predust Pickup} = \frac{\text{Predusted Weight-Raw Weight X 100}}{\text{Predusted Weight}}$$

Batter Pickup Test

1. Use the appropriate viscosity cup (Stein or Zahn defined in spec) to measure batter viscosity.
2. Run the sample pieces through the batter operation.
3. Record the weight of the sample pieces and the batter viscosity.
4. Check to ensure the weight and viscosity is within spec (that the batter pickup is correct).

Determine the % batter pickup as follows:

KFC, Ponderosa

$$\% \text{ Batter Pickup} = \frac{\text{Batter Weight-Predusted Weight X 100}}{\text{Total Breaded Weight}}$$

Wendy's Tenders, Formed Product

$$\% \text{ Batter Pickup} = \frac{\text{Batter Weight-Predusted Weight X 100}}{\text{Batter Weight}}$$

Breading Pickup Test

1. Run the sample pieces through the breading operation.
2. Record the weight of the sample pieces.
3. Check to ensure the weight is within spec (that the breading pickup is correct).

Determine the % breading pickup as follows:

KFC, Ponderosa

$$\% \text{ Breading Pickup} = \frac{\text{Breaded Weight-Battered Weight X 100}}{\text{Total Breaded Weight}}$$

Wendy's Tenders, Formed Product

$$\% \text{ Breading Pickup} = \frac{\text{Breaded Weight-Battered Weight X 100}}{\text{Breaded Weight}}$$

Fryline Speed Test and Total % Breading Test

1. Mark the sample for identification and run the ten piece sample through the fryer.
2. Clock the time with a stopwatch.
3. Record the weight of the cooked pieces and the fryer speed on the process control sheet.

4. Ensure the weight and cooking time is within spec.

Determine the % total breading pickup as follows:

All products

$$\text{Total \% Breading Pickup} = \frac{\text{Total Breaded Weight-Raw Weight X 100}}{\text{Total Breaded Weight}}$$

Check Fully Cooked Temperature and Organoleptic (color and smell)

1. Insert thermometer from small end of meat to large end of meat. (center of thickest portion).
2. Meat temp. should be 160 degrees minimum on white meat producst and 180 degrees on dark meat (bone in) products.
3. Bone in product must be broken open.
4. Check bone marrow on bone in products for "doneness/color"--must be brown (red color not acceptable).
5. All product must be evaluated for proper color, smell and doneness (pink meat and/or red blood spots should not be evident).

Fully Cooked Weights

1. Select product to be tested from the production line.
2. Record the cooked weights on form PP #47213.
3. Check to ensure the weight is within spec.

APPENDIX E

PARTNERSHIPS

Lone Star Steel Company
Northeast Texas Community College
and
United Steel Workers Union #4134

by

Wanda Schindley, Ed.D

The Adult and Developmental Education Department, under the directorship of Dr. Judy Traylor, is breaking new ground in workplace literacy. The Self-Improvement Project, begun last March, is a three-way partnership between Northeast Texas Community College, Lone Star Steel, Inc., and Steelworkers Union No. 4134. The effort represents the first time union and company officials have worked together on such a project, and the partnership with the college reveals a need and desire on the part of both company and union officials to help workers increase their skills. Classes offered at the Union Hall near the plant are open to employees, their families, and other members of the community. Although the project is new, already several of the 22 participants have taken and passed all parts of the GED test, and seven more are prepared to take the test this month.

Carla Skipper, instructor for the Self-Improvement Project, stated, "Tutor help has saved my life. And the majority of my tutors come from Lone Star Steel, too."

Since other area businesses have also expressed a desire for on-site classes, taught from a curriculum that is tailored to the needs of their employees, Dr. Traylor and her staff see no end to the possibilities of working with industries to provide services to northeast Texas residents. Excitement is rampant.

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APPENDIX F

Third-party Evaluation

APPENDIX A

WORKPLACE LITERACY PROJECT

EVALUATION PLAN

Type of Evaluation (Stage)	Item for Review (Time Frame)	Persons Involved In Review	Criteria Questions	Indicators/Resources	Other
INSTALLATION	Operational Format 1-3 months	Administration and Management, 3rd Party Evaluator	Was the operational format implemented as proposed?	Review of format and timelines	
		PAC, Administration and Management, 3rd Party Evaluator	Was PAC used as planned?	PAC meeting Minutes, Memos,	
		Project Administrator	Were the activities started as provided for by the operational format		
			Were reports submitted within the time frame specified?	Reports	
			Was sufficient information provided to monitor project performance?		
			Did the reports comply with the specifications stated in the proposal?		
			Did the final report provide an accurate description of the project procedures and results		

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Type of Evaluation (Stage)	Item for Review (Time Frame)	Persons Involved In Review	Criteria Questions	Indicators/Resources	Other
	Needs Assessment 2-Months	Administration and Management	Were appropriate tools used to determine training needs?	Review existing manuals and teaching aids	
			How were these tools used for determining training needs?	Personal interviews and job performance observations	
			Were appropriate tools used to determine the level of instruction?		
			How were these tools implemented?		
			What was the final evaluation of the need?		
	Staff Developmental Plan 1-Month	Administration and Management	Was there a current staff development plan at Lone Star and Pilgrim's?	Title III IDEAS Center Mission, industry manuals	
			Were modifications to the staff development plans needed?		
			Were these plans reviewed to determine the relationship to the project?		
	Dissemination Plan 1-Year	Administration and Management	Was there a dissemination plan in place for company projects?	Conferences previously attended, ERIC search, industry libraries and conferences with personnel	

Type of Evaluation (Stage)	Item for Review (Time Frame)	Persons Involved In Review	Criteria Questions	Indicators/Resources	Other
			Does the dissemination plan meet the intent of the grant? Were appropriate activities included in the plan? Was the dissemination plan carried out as proposed?		
	Program Design and Planning 2-Months	Administration and Management, PAC, 2 industry partners, 3rd Party Evaluator	Was there involvement of appropriate personnel in the project design? Were important factors such as logistics and determined needs addressed in the design? Were these sufficient resources identified in the design? Were appropriate methods of delivery of instruction determined?	Employees, Equipment, Time, Physical Space, Lecture, Manuals, Group	
	Needs Assessment 1-Month	Administration and Management	What type of assessment should be used? When was the questionnaire first given? Who completed it?	Learning Styles Survey Reading for Workplace Success, Applied Communications, Psychology and Human Relations and Work Adjustment	

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Type of Evaluation (Stage)	Item for Review (Time Frame)	Persons Involved In Review	Criteria Questions	Indicators/Resources	Other
			How were the results used for training development?	Communications Skills That Work, Looking Out, Looking In	
	Training Materials Developed 2-Months	Project Instructor	What evaluation procedures and standards were used?	Review Project Plan	
PROCESS	Procedures	PAC, Administration and Management, 3rd Party Evaluator	Was the project process in accordance with specified procedures stated in the proposal?	Review Project Objectives	
	Instructional Materials 12-Months	Administration and Management	Did the manual meet the delivery needs of the training? Were individual learning styles accounted for during the evaluation? Were appropriate and sufficient materials identified? Were modifications of the materials necessary? Were these materials field tested with employees?	Personal Interview with Employees, Job Performance Observations	

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Type of Evaluation (Stage)	Item for Review (Time Frame)	Persons Involved In Review	Criteria Questions	Indicators/Resources	Other
	Literacy Audit 2-Months		Were appropriate tools used to determine literacy levels	Personal Interviews	
			How were these tools used for determining literacy levels?	Results of pre/and post assessment	
			Were appropriate tools used to determine the level of instruction?	Observations	
			How were these tools implemented?		
			What was the final evaluation of the literacy audit?		
			Were appropriate tools used to determine tasks?		
			How were these tools used for determining tasks?		
			How were these tools implemented?		
			What was the final evaluation of the task analysis?		
	Evaluation Plan 12-Months	Administration and Management, PAC, 3rd Party Evaluator, Employees	Was there involvement of appropriate personnel in the evaluation design?	Discrepancy Evaluation by Malcolm Provus McCutchan Pub. 1971	

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Type of Evaluation (Stage)	Item for Review (Time Frame)	Persons Involved In Review	Criteria Questions	Indicators/Resources	Other
			Were important factors such as formative and summative evaluation criteria addressed in the design? Was an appropriate evaluation design followed?		
	Curriculum Development 12-Months	Administration and Management, PAC, 3rd Party Evaluator, Employees	Were appropriate and sufficient behavioral objectives identified? Were modifications of existing objectives necessary? Were these appropriate methods of instruction used? Were individual differences provided for in the delivery of the curriculum? Was enough time for skills improvement allotted to the training?	Discussion, Lecture, Lab Individualized Training Employees, Instructor Manual	
	Project Management Plan 12-Months	Administration and Management, Instructor PAC, 3rd Party Evaluator,r Industry Representatives	Are individual tasks identified and distributed? Are milestones and timelines established and met?	PAC Meetings Staff Meetings Memos	

Type of Evaluation (Stage)	Item for Review (Time Frame)	Persons Involved In Review	Criteria Questions	Indicators/Resources	Other
			Does the management plan provide for modifications and revisions on a scheduled basis? Is this plan shared with all parties? Were all parties provided an opportunity to provide input in the evaluation plan development?	Project Proposal Meeting with Industry Representatives	
	Employee Training	Instructor, Employees, Industry Representatives	Did the training proceed as scheduled? Did the training meet the objectives? Was the training evaluated by staff and students? Was the time established for training sufficient? Were sufficient resources made available for training? Was student release time for training sufficient?	Individual Training Schedules, Manuals, Post-Assessment, Employees Work Schedule	
PRODUCT	Evaluation Plan 6-Months; 2-Sites	Administration and Management Instructor Industry Representatives, PAC, 3rd Party Evaluator	Did the staff meet the specific objectives identified in the training?	Project Proposal	

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Type of Evaluation (Stage)	Item for Review (Time Frame)	Persons Involved In Review	Criteria Questions	Indicators/Resources	Other
			Did the training meet the intent of the grant? Were appropriate personnel involved with the development, production, and testing?	Post Assessment Interviews with Employees and Industry Representatives	
	Training 3-Months	Instructor, Employees, Administration and Management	Did the training proceed as scheduled? Did the training meet the objectives? Was the training evaluated by staff and employee participants? Was the time established for training sufficient? Were sufficient resources made available for training?	Interviews with Employees and Industry Representatives Post-Assessment Scores	
	Employees 0-Hours	Instructor, Administration and Management, 3rd Party Evaluator	Was there an increase in productivity of employees after training?	Post-Assessment Work Performance Reports Personal Interviews Absenteeism Accidents Employee Evaluation	

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Type of Evaluation (Stage)	Item for Review (Time Frame)	Persons Involved In Review	Criteria Questions	Indicators/Resources	Other
			What indicators were used to determine an increase in productivity?		
			Was there an improvement in communications and mathematics of employees involved in training?		
			Was there an improvement in their workplace attitude?		